ALTUS SCHOOLS EAST COUNTY

CHARTER RENEWAL PETITION

Submitted to the Grossmont Union High School District Board of Education July 15, 2024

Charter Term: July 1, 2025 – June 30, 2030

Table of Contents

AFFIRMATIONS AND DECLARATION 5

INTRODUCTION 8
- Background 8
- Accomplishments Of The Prior Charter Term 9
- Justification For Renewal As A Dashboard Alternative School Status Charter School 13

ELEMENT A: EDUCATIONAL PROGRAM 39
- Mission And Vision, And Program Objectives 39
- Overview Of Education Program 40
- Educational Methods 41
- Educational Vision 42
- Target Student Population 45
- Community Interest 46
- How Learning Best Occurs 47
- What It Means To Be An Educated Person In The 21st Century 48
- Description Of The Educational Program 48
- Curriculum 52
- Graduation Requirements 64
- Professional Development 65
- Accreditation, Transferability Of Courses, And Notice To Parents 67
- Charter School Goals And Actions To Achieve The Eight State Priorities 68
- Plan For Students Achieving Below Grade Level 68
- Plan For Students Achieving Above Grade Level 69
- Plan For English Learners 70
- Plan For Students With Disabilities 76

ELEMENT B: MEASURABLE PUPIL OUTCOMES 83
- Student Outcomes 83
- Charter School Goals, Actions And Measurable Outcomes That Align With The Eight State Priorities 84

ELEMENT C: METHODS OF ASSESSMENT AND OTHER USES OF DATA 101
- Overview 101
- Assessment Of Student And School Outcomes 101
- Use And Reporting Of Data 103

ELEMENT D: GOVERNANCE STRUCTURE 105
- Non-Profit Public Benefit Corporation 105
- Board Of Directors 105
- School Coordinator 109
- Parent Involvement In Governance 111

ELEMENT E: EMPLOYEE QUALIFICATIONS 113
- Overview 113

Qualifications For All Staff 113
Administrator Qualifications 114
Teacher Qualifications 115
Office Personnel Qualifications 119
Business/Financial Professional 120

ELEMENT F: HEALTH AND SAFETY OF PUPILS AND STAFF 121

ELEMENT G: MEANS TO ACHIEVE STUDENT POPULATION BALANCE 128

ELEMENT H: ADMISSION POLICIES AND PROCEDURES 130

ELEMENT I: FINANCIAL AUDITS 133

ELEMENT J: PUPIL SUSPENSION AND EXPULSION PROCEDURES 134

ELEMENT K: EMPLOYEE RETIREMENT SYSTEMS 154

ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES 155

ELEMENT M: EMPLOYEE RETURN RIGHTS 156

ELEMENT N: DISPUTE RESOLUTION PROCEDURES 157

ELEMENT O: SCHOOL CLOSURE PROCEDURES 159

MISCELLANEOUS CHARTER PROVISIONS 161
Budget And Financial Reporting 161
Insurance And Indemnification 162
Administrative Services 162
Facilities 163
Transportation 164
Attendance Accounting 164
Oversight 164
Potential Civil Liability Effects 164

CONCLUSION 166

APPENDIX
A. Authorizer Oversight Letters of Full Compliance
B. 4-Year Budget Projection and Assumptions
C. 4-Year Cash Flow Projections
D. Projected 5-Year Enrollments by Grade Level
E. LCAP
F. Articles of Incorporation
G. Proof of Active Corporation Status
H. Bylaws
I. Conflict of Interest Code

J. Uniform Compliant Policy and Forms
K. DASS Status Approval Documentation from CDE
L. DASS MOU for Renewal Criteria
M. Board of Directors Roster
N. WASC Approval Letter
O. UC A-G Approval List
P. NCAA Approval List
Q. College Board Approval List
R. GATE Plan
S. English Learner Plan
T. Homeless and Foster Youth Plan
U. Pregnant and Parenting Plan
V. Course Catalog with descriptions
W. El Dorado County Charter SELPA Letter of Good Standing
X. Pupil Calendar
Y. SB 740 Funding Determination
Z. Letters of Support from Community Groups
AA. Letters of Support from Parents/Students/Alumni
BB. Resource Center Photos
CC. Multi-Tiered System of Supports Plan
DD. Dual Enrollment Agreements
EE. Articulation Agreements
FF. Mental Health Plan
GG. Proof of 501(c)(3) tax exempt status
HH. Work Experience Approval Letter
II. Middle School Sample Curriculum Scope and Sequence
JJ. High School Sample Curriculum Scope and Sequence

Affirmations and Declaration

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

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

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

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

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

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

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

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA") and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

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

- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019-2020 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. [Ref. Education Code Sections 47605(l)(1) and 47605.4(a)]

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

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

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

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

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

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref.

Education Code Section 47612.5(a)(2)]

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

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

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

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

- The Charter School shall comply with the California Public Records Act, Government Code Section 6250, *et seq.* ("CPRA").

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

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

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

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

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

	7/12/2024
Wade Aschbrenner, Lead Petitioner Altus Schools East County	Date

Introduction

BACKGROUND

The California State Board of Education approved a charter for Grossmont Secondary ("GSS") on May 11, 2017, after the Charter School's petition was denied by Grossmont Union High School District ("GUHSD") and the San Diego County Board of Education. The Charter School was approved for a five-year term, from 2017-2022. The charter term was thereafter extended by two years, through June 30, 2024, pursuant to Education Code Section 47604.4, and one additional year by SB 114 (2023), through June 30, 2025. The Charter School submits this renewal charter to GUHSD pursuant to Education Code Section 47605.9(b).

Grossmont Secondary is operated by Audeo Charter School corporation. The Audeo corporation is organized and operated exclusively for educational and charitable purposes and accordingly maintains tax exempt status within the meaning of §501(c)(3) of the Internal Revenue Code.

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

Grossmont Secondary is now named **Altus Schools East County and is operated by Altus Schools Southern California**.

ASEC[1] is an independent study, academic intervention program serving grades 7 through 12. Every ASEC student enjoys the benefits of a custom-built course plan, one-on-one attention from teachers, individualized college and career planning, and a flexible schedule that meets their academic and personal needs. ASEC teachers are committed to partnering with parents to provide a personalized and rigorous academic experience for each student.

ASEC serves a unique student population. Students choose to enroll at ASEC because they have not been successful in the traditional school system or are looking for a personalized educational environment. Approximately 60 percent of ASEC students are credit deficient upon enrollment, about 70 percent are socio-economically disadvantaged, and 79 percent represent a minority student population. Additionally, approximately 22 percent have been identified as Special Education students.

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

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

---

[1] *"Altus Schools East County was previously known as Grossmont Secondary School or Grossmont Secondary according to the CDE's Charter School Locator. All references to Altus Schools East County are intended to include the school's historical name, Grossmont Secondary The historical data shown for Altus Schools East County can be found online under the previous name of Grossmont Secondary School or Grossmont Secondary."*

Figure 1. Number of Students Served from Grossmont Union High School District from 2017-2018 to 2023-2024

Number of Student Served from Grossmont Union High School District							
School Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Students Served from GUHSD	325	419	497	471	418	351	354

Shown in **Figure 1** above is the total number of students from GUHSD served by ASEC by school year. ASEC has served an average of approximately 400 students per year between 2017 and 2023.

Solid Financial Plan

The five-year period from July 1, 2018, through June 30, 2023, has shown steady growth in Altus Schools East County's reserve, from $1,460,318 as of June 30, 2018, to $4,930,354 as of June 30, 2023. This represents an average contribution to the Charter School's reserve of $694,007 per year. Looking forward, the four-year budget prepared by Altus Schools East County's experienced financial team is fiscally sound with very conservative revenue assumptions and a healthy reserve contribution of $300,238 in FY 2025-26, $310,662 in FY 2026-27, $321,898 in FY 2027-28, and $335,384 in FY 2028-29.

The budgetary and financial results, which reflect its value of using business principles to manage the organization, demonstrate a fiscally sound charter school. It provides the resources to support a highly engaged staff and meet the educational needs of students. The revenues all trend favorably from FY 2017-18 through FY 2022-23. The Charter School maintains financial stability through prudent monitoring of budgeted expenses and forecasted revenues to ensure adequate reserves are built and maintained when closing a fiscal year.

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

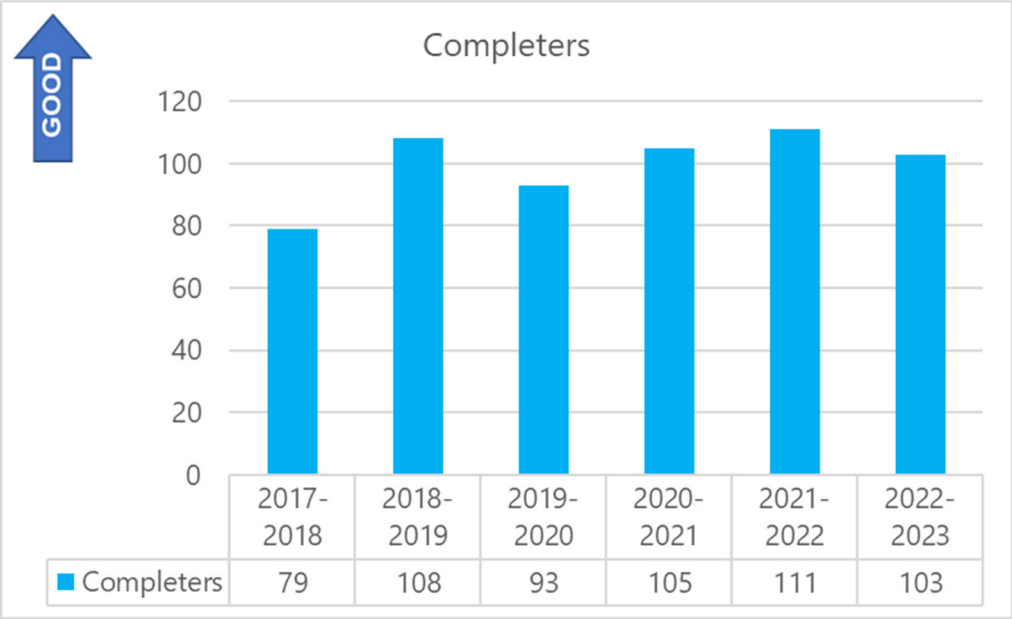
In addition, since the beginning of the operation of the Grossmont Secondary in 2017, the operation and financial audits have been consistently clean with no audit findings.

ACCOMPLISHMENTS OF THE PRIOR CHARTER TERM

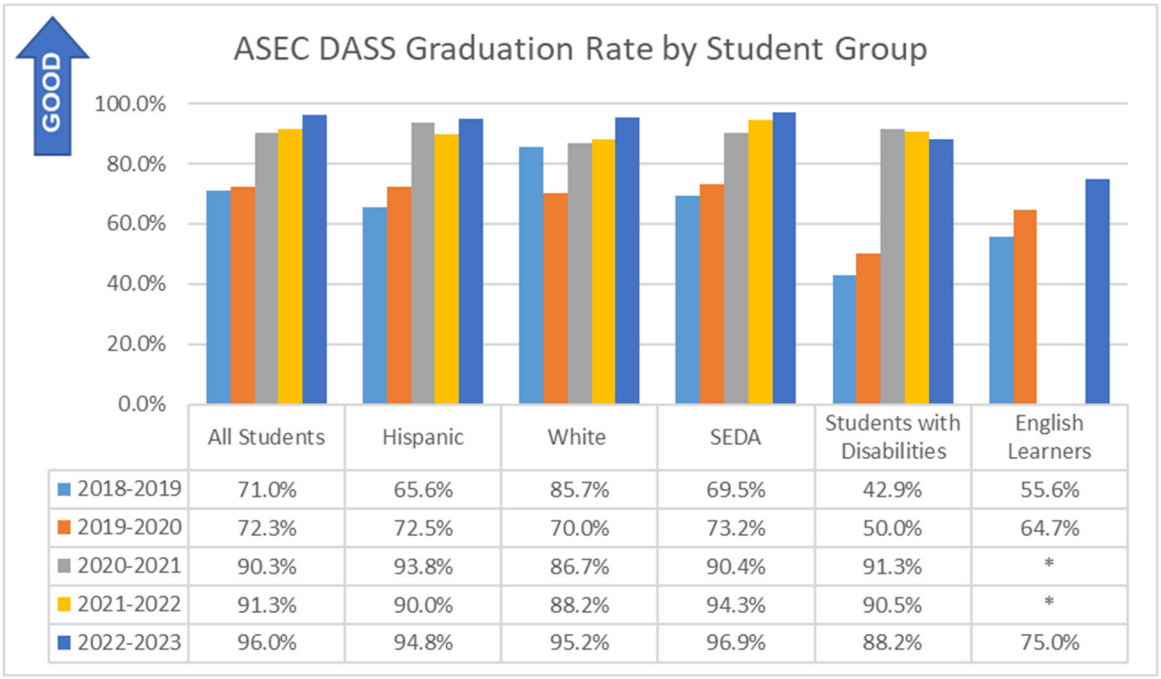
Some of ASEC's accomplishments over the prior charter term include:

- In the last six years, nearly 600 ASEC students (the majority not on track to graduate upon enrollment) have completed their high school requirements by receiving a diploma or passing one of the California CDE approved equivalency certificates (General Equivalency Diploma

("GED"), High School Equivalency Test ("HiSET") or California High School Proficiency Exam ("CHSPE")

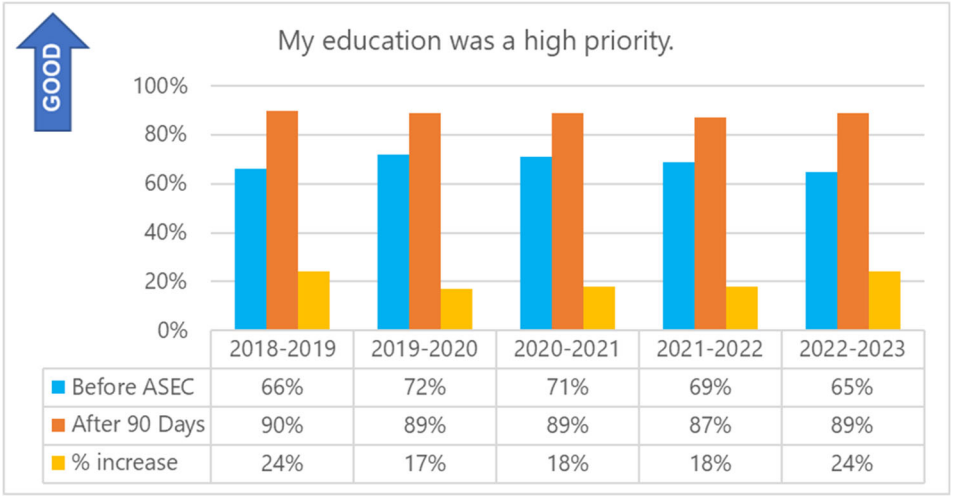


- ASEC has consistently been in good standing with its authorizer and the CDE has determined that ASEC is in compliance with the ASEC charter petition and the MOU between the State Board of Education and ASEC each year since its establishment in 2017 **(Appendix A).**
- ASEC has consistently met all local indicators on the California School Dashboard **(Figure 6)**.
- ASEC outperformed comparable Dashboard Alternative School Status ("DASS") schools (schools that students may otherwise attend in the District or communities served) in the California Assessment of Student Performance and Progress ("CAASPP") English Language Arts/Literacy and Mathematics in both Distance From Standard and proficiency rates **(Figures 3-5.3)**.
- ASEC exceeds the San Diego County DASS schools average and the state DASS schools average for the Academic Indicators in ELA and Math **(Figures 3-5.3)**.
- One of the greatest accomplishments for ASEC over the preceding five years has been raising the DASS Graduation Rate for All Students (25.0%), Hispanic students (29.2%), SED students (27.4%) and Students with Disabilities (44.3%) **(Figure 8)**.



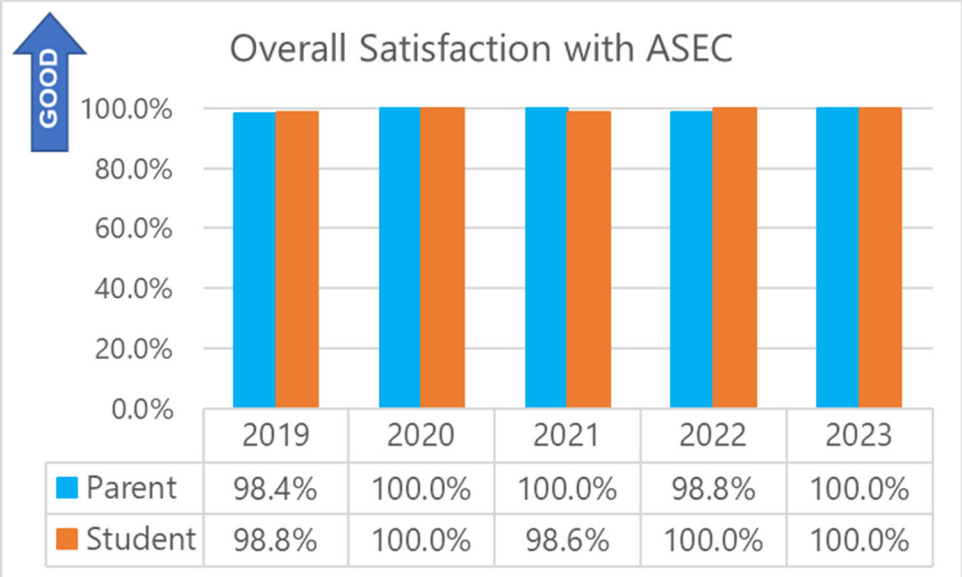
	All Students	Hispanic	White	SEDA	Students with Disabilities	English Learners
2018-2019	71.0%	65.6%	85.7%	69.5%	42.9%	55.6%
2019-2020	72.3%	72.5%	70.0%	73.2%	50.0%	64.7%
2020-2021	90.3%	93.8%	86.7%	90.4%	91.3%	*
2021-2022	91.3%	90.0%	88.2%	94.3%	90.5%	*
2022-2023	96.0%	94.8%	95.2%	96.9%	88.2%	75.0%

- As a DASS school, ASEC has maintained a low One-Year Dropout Rate below 5.0%. This is an outstanding achievement given that the majority of ASEC students enroll behind in credits, not on track to graduate within 4 years, 1-2 grade levels behind in English, and 2-3 grade levels behind in math. **(Figure 9)**.
- Over the last five years, ASEC has exceeded the 84% participation target rate for All Students every year and in 2022 and 2023 for All significant student groups **(Figure 10)**.
- ASEC continues to provide a safe and supportive learning environment for all the students it serves. ASEC' educational setting allows students to focus on academics and learn positive behaviors as reflected by ASEC' perfect 0% suspension and 0% expulsion rates over the last five years **(Figures 11-12)**.
- Over the last five years ASEC students expressed double digit increases in self-confidence after just 90 days of enrollment versus how they felt prior to enrolling. **(Figure 15-15.1)**.
- Increases in confidence apply to their ability and skills to succeed, receiving support from their teacher, prioritizing their education and outlook that their education at ASEC will improve their future.



	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Before ASEC	66%	72%	71%	69%	65%
After 90 Days	90%	89%	89%	87%	89%
% increase	24%	17%	18%	18%	24%

- ASEC annually surveys its parents and students as one of many ways to gather feedback on their experience at ASEC. Overwhelmingly, ASEC students and parents continue to indicate their satisfaction with ASEC **(Figures 15-17)**.



- In 2023 ASEC achieved a 6.5% Chronic Absenteeism rate. This was 19.7% lower than the San Diego County DASS Schools Average and 40.6% lower than the State DASS average. **(Figure 14)**
- In 2023 ASEC Dashboard result for English Learner Progress was 20% higher than the county DASS average and 25% higher than the state DASS average. **(Figure 13)**
- Over the past five years, ASEC has maintained stellar Safety Satisfaction rates among students who rated their safety satisfaction at or above 95% **(Figure 16)**
- Over the past five years, ASEC has maintained stellar Safety Satisfaction rates among parents who rated their safety satisfaction at or above 95% **(Figures 17)**
- In June 2020, ASEC received a 6-year "Clear" Western Association of Schools and Colleges ("WASC") term. This is the highest term granted by WASC **(Appendix N)**.
- ASEC has a fully approved set of University of California ("UC") A-G courses. UC has approved several new and revised ASEC courses during the current charter term **(Appendix O)**.
- ASEC has 11 fully developed CTE Career Pathways with 3 more under development which includes the following:
    - Design, Visual and Media Arts
    - Business Management
    - Environmental Resources
    - Hospitality, Tourism and Recreation
    - Software and Systems Development
    - Patient Care
    - Public Safety
    - Child Development
    - Animal Science
    - Teacher Education -
    - Retail Sales and Marketing
- ASEC currently has 10 courses articulated for college credit:

- Entrepreneurship 1, 2
- Child Development 1, 2
- Design Careers 1, 2
- Environmental Sustainability 1, 2
- Hospitality Management 1, 2 and Tourism and Recreation 3, 4
- Information and Communication Technology 1,2
- Health Science Concepts 1, 2
- Photography 1, 2
- Teacher Education 1, 2
- Retail Sales and Marketing 1,2

- The National Collegiate Athletic Association ("NCAA") has approved several new and revised courses during the current charter term **(Appendix P)**.
- ASEC has implemented 10 AP Courses **(Appendix Q),** the following AP courses are open to all students:
    - AP World History 1, 2
    - AP US History 1, 2
    - AP Human Geography 1, 2
    - AP Psychology 1, 2
    - AP Environmental Science 1, 2
    - AP Calculus AB 1, 2
    - AP Literature & Composition 1, 2
    - AP Language & Composition 1, 2
    - AP United States Government and Politics 1, 2
    - AP Spanish Language and Culture 1, 2
- In June 2021, ASEC implemented the AVID program both as an AVID Elective and AVID Schoolwide Program
- ASEC LCAP was developed and unanimously approved by its Board of Directors. ASEC consistently meets the schools' targets that are aligned to the 8 state LCAP priorities **(Appendix E)**.
- ASEC has achieved student success without sacrificing fiscal responsibility. Resources and processes are utilized in ways that directly support teaching and learning. ASEC was granted 100 percent state funding by the State Board of Education for 4 years for exceeding the criteria prescribed by the SB 740 Funding Determination. Four years is the greatest number of years granted for DASS schools **(Appendix Y)**.

JUSTIFICATION FOR RENEWAL AS A DASHBOARD ALTERNATIVE SCHOOL STATUS CHARTER SCHOOL

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

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard

Alternative School Status ("DASS") schools. Each of the tiers has unique qualifying criteria.

The three performance categories are as follows:

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

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

The 2023 Dashboard is the first since 2019 to display the intended red, orange, yellow, green, and blue colors for schools' status and change scores in the state indicators. The 2022 Dashboard will use one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state indicators based on the 2021–22 school year data. As such, the 2023 Dashboard is not based on two years of color-based performance.

The state indicators include the following:

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

Altus Schools East County Dashboard State and Local Indicators (2022)

The following charts reflect the Charter School's 2022 and 2023 Dashboard performance indicators.

The Charter School's Dashboard State Indicators – 2022

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

The Charter School's Dashboard State Indicators - 2023

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

The Charter School's Dashboard Local Indicators –2022

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

The Charter School's Dashboard Local Indicators –2023

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

Dashboard Alternative Status School Renewal Criteria

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

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

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

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

ASEC's greatest achievements are those of its students. As detailed in the "DASS Charter School Renewal MOU Criteria" below, ASEC has shown increases in pupil academic achievement across several indicators. These metrics include state and local indicators on the Dashboard as well as alternative metrics. Pursuant to Education Code section 47607(c)(7), in preparation for charter renewals of DASS schools, ASEC collaborated with the current chartering authority to develop mutually agreed upon indicators and alternative metrics to be used for renewal criteria **(Appendix L)**. These metrics are identified within the "DASS Charter School Renewal MOU Criteria" below. ASEC has demonstrated based on its overall academic achievement outcomes that the Charter School is a high-performing DASS school compared to similar DASS schools in the district and communities it serves. ASEC also exceeds county DASS schools averages as well as the state DASS schools averages for several indicators as demonstrated in the section below.

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

Figure 1.1. Academic Indicator ELA (All Students) Distance from Standard

CAASPP Dashboard Academic Indicator ELA DFS--All Students					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Altus Schools East County	16.2	COVID	COVID	-8.5	8.5
MERIT Academy	-99.2	COVID	COVID	-257.9	-333
Chapparal	***	COVID	COVID	***	***
Diego Valley East	-74.5	COVID	COVID	-71.7	-61.2
SD County DASS Avg	-68.8	COVID	COVID	-90.8	-135.9
State DASS Avg	-81.2	COVID	COVID	-114.7	-118.2

(Please note that there was no Dashboard and no Dashboard Indicator in 2020 & 2021 due to COVID)
Source: California Dashboard Data Files (2023); https://caaspp-elpac.ets.org/caaspp/

In accordance with the criteria identified in the ASEC DASS Renewal MOU, addressing results on the CAASPP English Language Arts ("ELA") assessments Distance from Standard ("DFS") for students enrolled as of the California Basic Educational Data System ("CBEDS") submission date, the Charter School's target is to either exceed the county DASS schools' average or exceed the state DASS schools' average. ASEC calculates its results against the San Diego County average for DASS schools as well as the State average for DASS schools utilizing the CDE's Dashboard Data Files on the California School Dashboard and System of Support website.

ASEC received an 8.5 DFS for all students on the 2023 Dashboard Academic Indicator in ELA. ASEC's DFS on CAASPP ELA improved by 17 points from the 2022 to the 2023 Dashboards. ASEC's 2023 ELA DFS result on the Dashboard was over 140 points higher than the San Diego County DASS average and over 120 points higher than the DASS state average **(Figure 1.1)**. **This result significantly outperforms the other comparable DASS schools serving the same region, such as MERIT Academy, Chapparal, and Diego Valley East.**

DASS Charter School Renewal MOU Criteria #2	
State and Local Measure	CAASPP ELA Dashboard Distance from Standard
The target has been	MET

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

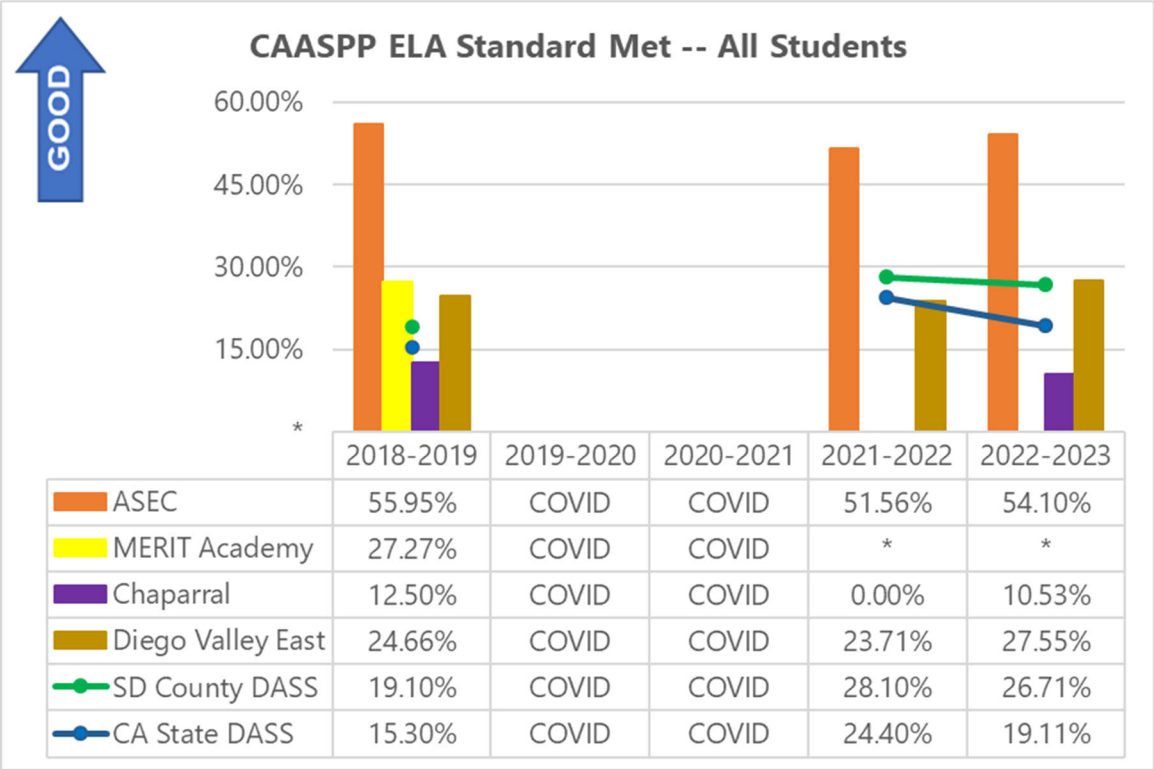
CAASPP Dashboard Academic Indicator Math DFS--All Students					
	2018-2019	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**
Altus Schools East County	-98.5	COVID	COVID	-107	-142.7
MERIT Academy	-198.3	COVID	COVID	-233.1	-283.7
Chapparal	***	COVID	COVID	***	***
Diego Valley East	-166.7	COVID	COVID	-182.1	-172.8
SD County DASS Avg	-157.5	COVID	COVID	-157.3	-185.2
State DASS Avg	-162.7	COVID	COVID	-164.6	-192.8

(Please note that there was no Dashboard and no Dashboard Indicator in 2020 & 2021 due to COVID)
Source: California Dashboard Data Files (2023); https://caaspp-elpac.ets.org/caaspp/

The target identified in the ASEC's DASS Renewal MOU addressing results on the CAASPP Mathematics assessments Distance from Standard is for students enrolled as of the CBEDS submission date to either exceed the county DASS schools' average or exceed the state DASS schools' average. ASEC calculates its results against the San Diego County average for DASS schools as well as the State average for DASS schools utilizing the CDE's Dashboard Data Files on the California School Dashboard and System of Support website. ASEC received a -142.7 DFS for all students on the 2023 Dashboard Academic Indicator in Mathematics. ASEC's Math DFS result on the Dashboard was over 40 pts higher than the San Diego County DASS average and over 50 pts higher than the statewide DASS average **(Figure 2)**. **This result also significantly outperforms the other comparable DASS schools serving the same region as ASEC.**

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

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



	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
ASEC	55.95%	COVID	COVID	51.56%	54.10%
MERIT Academy	27.27%	COVID	COVID	*	*
Chaparral	12.50%	COVID	COVID	0.00%	10.53%
Diego Valley East	24.66%	COVID	COVID	23.71%	27.55%
SD County DASS	19.10%	COVID	COVID	28.10%	26.71%
CA State DASS	15.30%	COVID	COVID	24.40%	19.11%

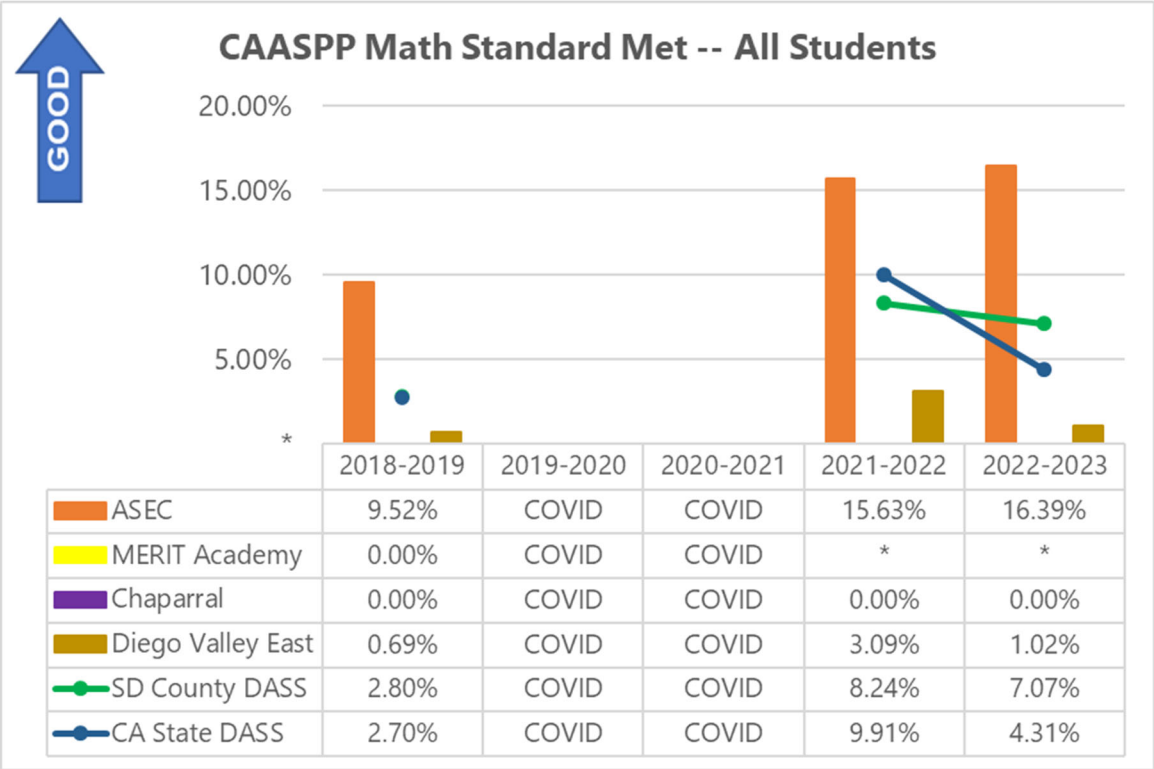
* represents < 11 students. CDE does not release school data for fewer than 11 students.
(Please note that there were no CAASPP Results in 2020 & 2021 due to COVID)
Source: CDE CAASPP Results (2022-2023); https://caaspp-elpac.cde.ca.gov/caaspp/

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

For the three years with school and county/state data *(two years' data was unavailable due to COVID for 2019-2020—NO State Testing or 2020-2021 –very limited state testing)* **ASEC significantly outperformed both the San Diego County and statewide DASS averages in ELA proficiency % for CAASPP ELA Standard Met (Figure 3).**

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

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



	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
ASEC	9.52%	COVID	COVID	15.63%	16.39%
MERIT Academy	0.00%	COVID	COVID	*	*
Chaparral	0.00%	COVID	COVID	0.00%	0.00%
Diego Valley East	0.69%	COVID	COVID	3.09%	1.02%
SD County DASS	2.80%	COVID	COVID	8.24%	7.07%
CA State DASS	2.70%	COVID	COVID	9.91%	4.31%

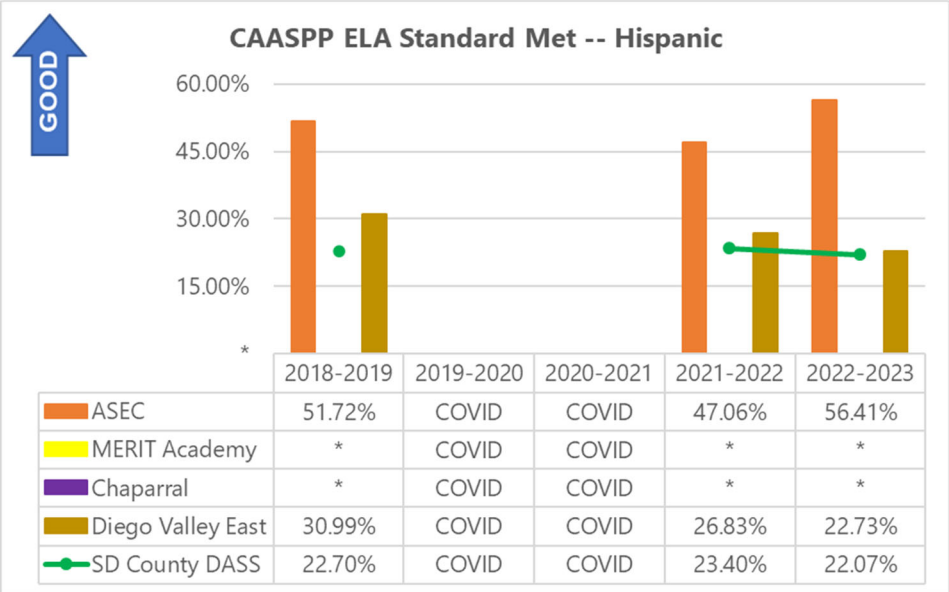
* represents < 11 students. CDE does not release school data for fewer than 11 students.
(Please note that there were no CAASPP Results in 2020 & 2021 due to COVID)
Source: CDE CAASPP Results (2022-2023); https://caaspp-elpac.cde.ca.gov/caaspp/

CAASPP SBA results are published by the CDE on the CAASPP Results website. These results include all students who were enrolled on the first day of testing versus continuously enrolled students accounted for in the Distance from Standard calculations. Students are proficient if they receive a performance level of Standard Met or Standard Exceeded. In 2023, San Diego County DASS schools' average proficiency rate for Mathematics was 7.07% and statewide the rate was 4.31%. ASEC's Math Proficiency rate in 2023 was 16.39%, significantly outperforming both the County and Statewide result.

The target identified in the ASEC's DASS Renewal MOU addressing results on the CAASPP SBA Mathematics assessments proficiency results is for students enrolled as of the first day of the school CAASPP window to either exceed the county DASS schools' Average proficiency in ELA or exceed the state DASS schools' average proficiency in Math. For the three years with school and county/state data *(unavailable due to COVID for 2019-2020—NO State Testing or 2020-2021 –very limited state testing)* **ASEC significantly outperformed both the San Diego County and statewide DASS averages in Math proficiency % for CAASPP Math Standard Met (Figure 4).**

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

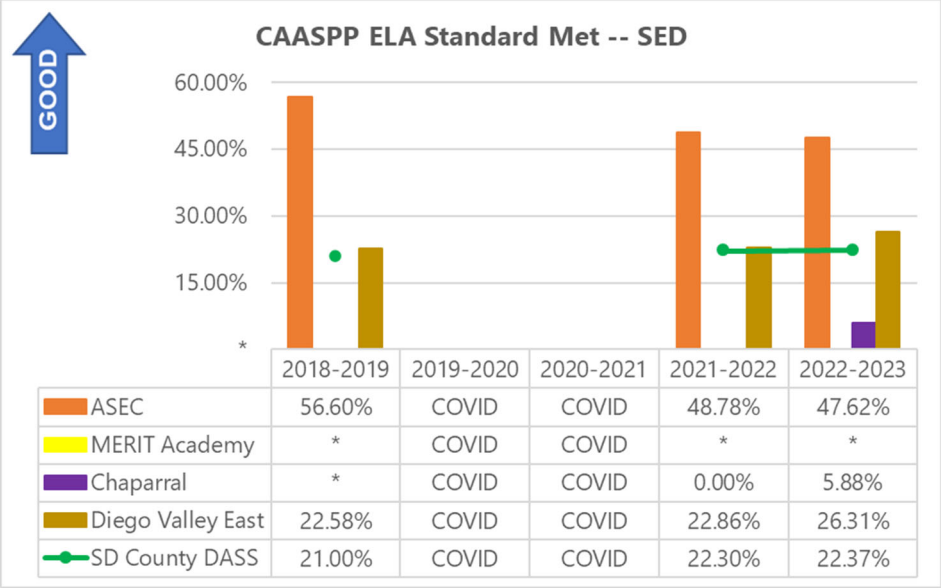
Figure 5. CAASPP ELA Proficiency – Standard Met or Exceeded (Hispanic Students)



	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
ASEC	51.72%	COVID	COVID	47.06%	56.41%
MERIT Academy	*	COVID	COVID	*	*
Chaparral	*	COVID	COVID	*	*
Diego Valley East	30.99%	COVID	COVID	26.83%	22.73%
SD County DASS	22.70%	COVID	COVID	23.40%	22.07%

* represents < 11 students. CDE does not release school data for fewer than 11 students.
(Please note that there were no CAASPP Results in 2020 & 2021 due to COVID)
Source: CDE CAASPP Results (2022-2023); https://caaspp-elpac.cde.ca.gov/caaspp/

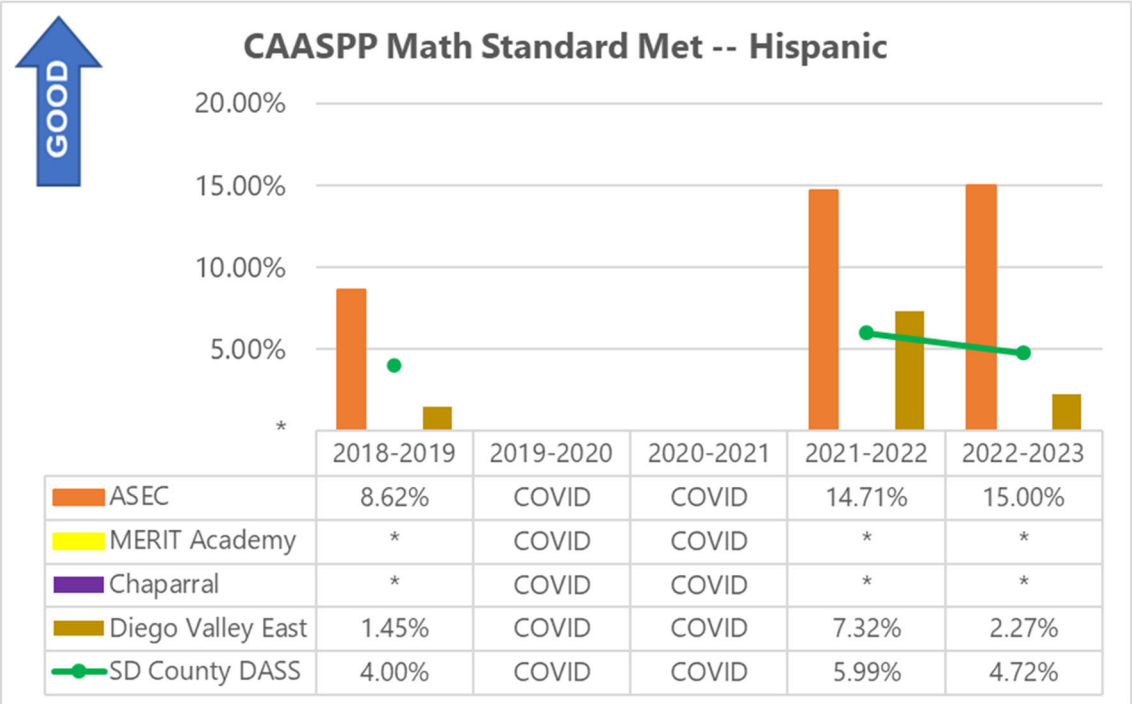
Figure 5.1. CAASPP ELA Proficiency – Standard Met or Exceeded (Socioeconomically Disadvantaged Students)



	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
ASEC	56.60%	COVID	COVID	48.78%	47.62%
MERIT Academy	*	COVID	COVID	*	*
Chaparral	*	COVID	COVID	0.00%	5.88%
Diego Valley East	22.58%	COVID	COVID	22.86%	26.31%
SD County DASS	21.00%	COVID	COVID	22.30%	22.37%

* represents < 11 students. CDE does not release school data for fewer than 11 students.
(Please note that there were no CAASPP Results in 2020 & 2021 due to COVID)
Source: CDE CAASPP Results (2022-2023); https://caaspp-elpac.cde.ca.gov/caaspp/

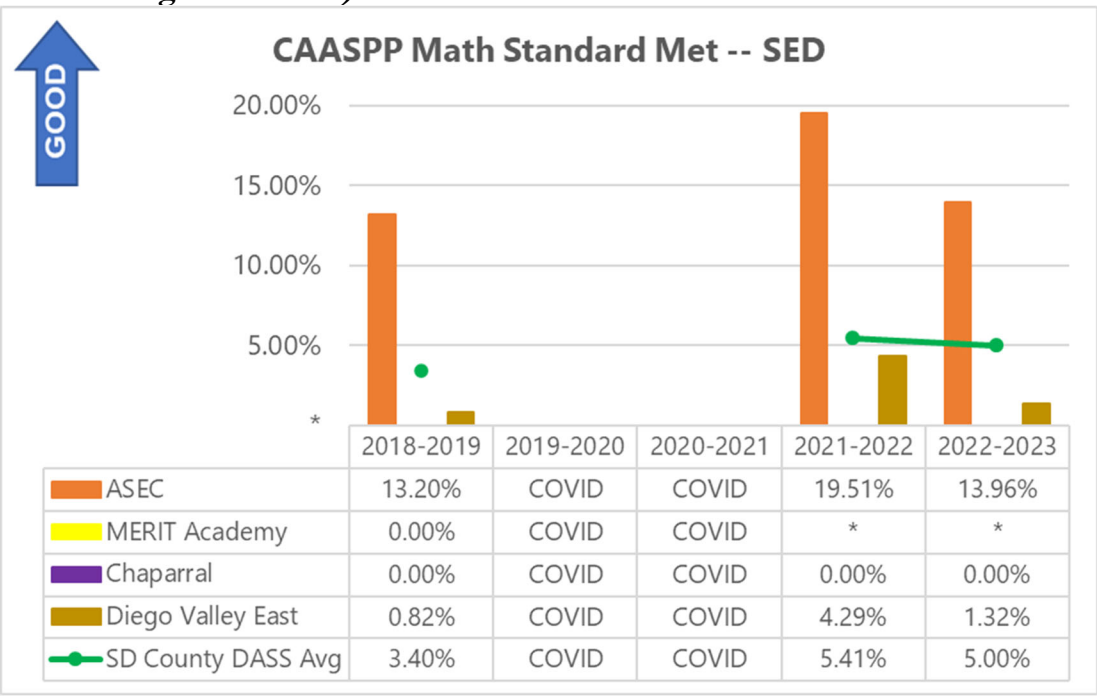
Figure 5.2. CAASPP Math Proficiency – Standard Met or Exceeded (Hispanic Students)



	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
ASEC	8.62%	COVID	COVID	14.71%	15.00%
MERIT Academy	*	COVID	COVID	*	*
Chaparral	*	COVID	COVID	*	*
Diego Valley East	1.45%	COVID	COVID	7.32%	2.27%
SD County DASS	4.00%	COVID	COVID	5.99%	4.72%

* represents < 11 students. CDE does not release school data for fewer than 11 students.
(Please note that there were no CAASPP Results in 2020 & 2021 due to COVID)
Source: CDE CAASPP Results (2022-2023); https://caaspp-elpac.cde.ca.gov/caaspp/

Figure 5.3. CAASPP Math Proficiency – Standard Met or Exceeded (Socioeconomically Disadvantaged Students)



	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
ASEC	13.20%	COVID	COVID	19.51%	13.96%
MERIT Academy	0.00%	COVID	COVID	*	*
Chaparral	0.00%	COVID	COVID	0.00%	0.00%
Diego Valley East	0.82%	COVID	COVID	4.29%	1.32%
SD County DASS Avg	3.40%	COVID	COVID	5.41%	5.00%

* represents < 11 students. CDE does not release school data for fewer than 11 students.
(Please note that there were no CAASPP Results in 2020 & 2021 due to COVID)
Source: CDE CAASPP Results (2022-2023); https://caaspp-elpac.cde.ca.gov/caaspp/.

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

In ELA, the percentages (47%--56%) of Hispanic students who met or exceeded the ELA standard, was more than double the San Diego County DASS percentages for proficiency on ELA each year **(Figure 5).** For SED students, the ASEC percent standard met and higher also more than doubled the San Diego County DASS percentages for proficiency on ELA **(Figure 5.1). ASEC also significantly outperforms DASS schools that students may otherwise attend in the in the East County community in ELA for all students (Figure 3) and for significant student groups.**

In Math the percentages (8.6%--15.0%) of Hispanic students who met or exceeded the Math standard, was more than double the San Diego County DASS percentages for proficiency on Math each year **(Figure 5.2).** For SED students, the ASEC percent standard met and higher (13.2% to 19.5%) also more than doubled the San Diego County DASS percentages for proficiency for SED students in Math each year **(Figure 5.3). ASEC also significantly outperformed the other DASS schools in Math in the East County community for all students (Figure 4) and for significant student groups.**

DASS Charter School Renewal MOU Criteria #6	
State and Local Measure	Local Indicators
The target has been	MET

Figure 6. Dashboard Local Indicators

Local Indicator	2019 Result	2020 Result	2021 Result	2022 Result	2023 Result
Basics: Teachers, Instructional Materials, Facilities	Standard Met	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met	Standard Met
Implementation of Academic Standards	Standard Met	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met	Standard Met
Parent and Family Engagement	Standard Met	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met	Standard Met
Local Climate Survey	Standard Met	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met	Standard Met
Access to a Broad Course of Study	Standard Met	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met	Standard Met

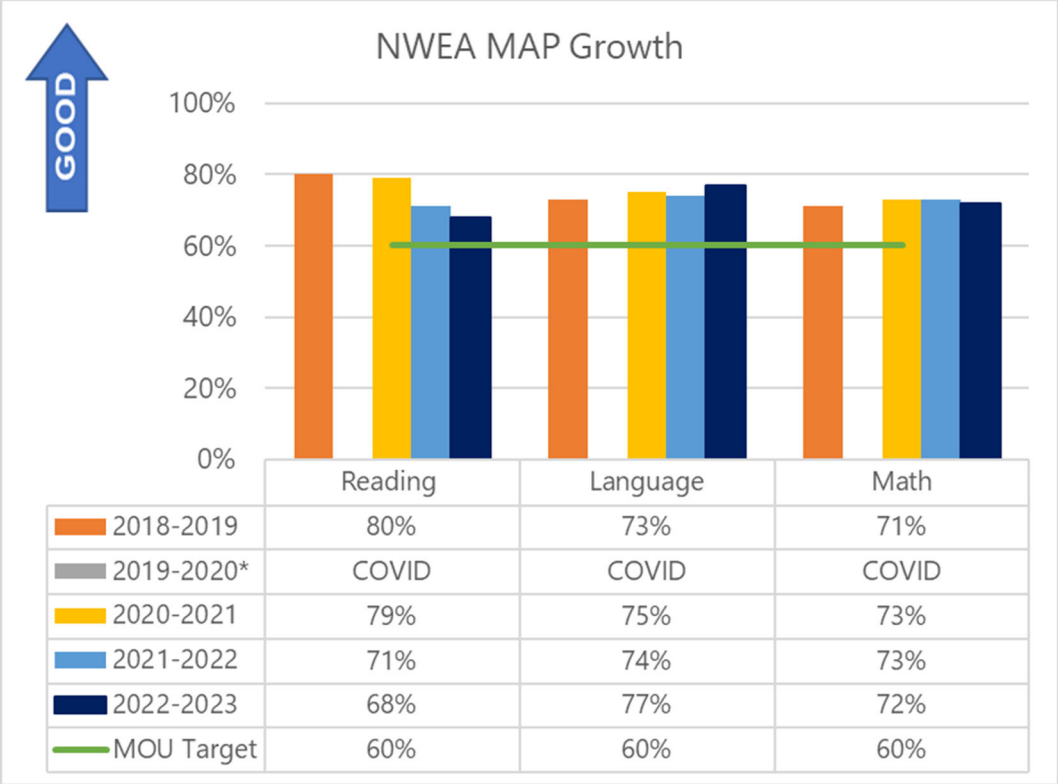
Source: https://www.caschooldashboard.org/

Included in ASEC's DASS Charter School Renewal Criteria is to meet all Local Indicators on the Dashboard as reflected by receiving Standard Met. As demonstrated above **(Figure 6)**, ASEC met standards for all local indicators in 2019, 2022, and 2023. *The CDE Suspended Reporting of Local Indicators in 2020 in response to COVID and for 2021, LEAs reported to the CDE but no Standard Met/Not Met were released by the CDE.*

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

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

Figure 7. NWEA MAP Growth (Reading, Language Usage, and Mathematics)

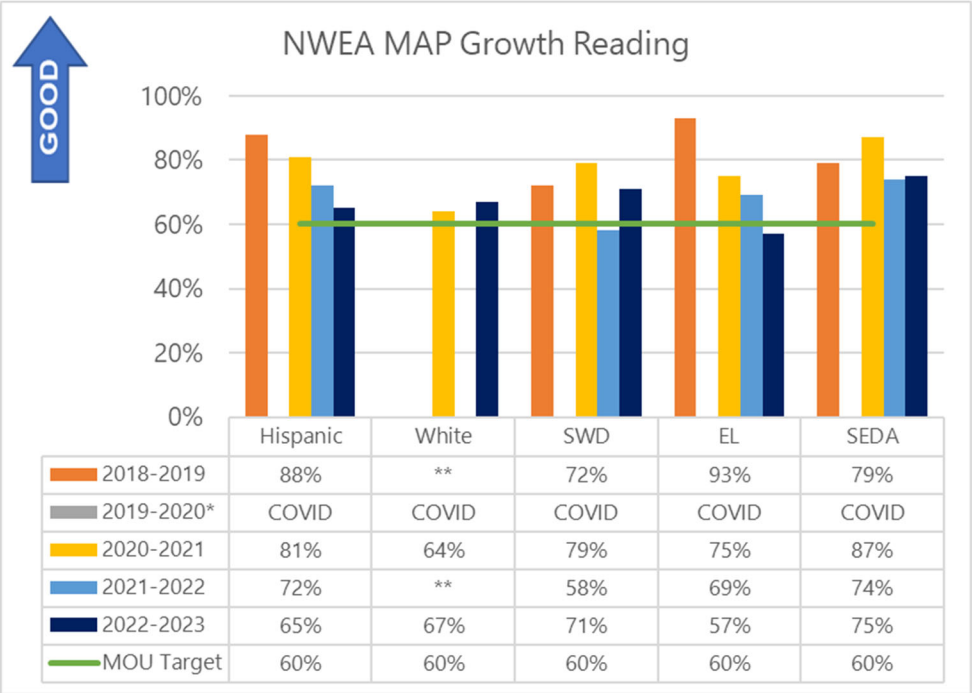


	Reading	Language	Math
2018-2019	80%	73%	71%
2019-2020*	COVID	COVID	COVID
2020-2021	79%	75%	73%
2021-2022	71%	74%	73%
2022-2023	68%	77%	72%
MOU Target	60%	60%	60%

Source: NWEA MAP Growth Reports (2018-2023)

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

Figure 7.1. NWEA MAP Growth (Reading)

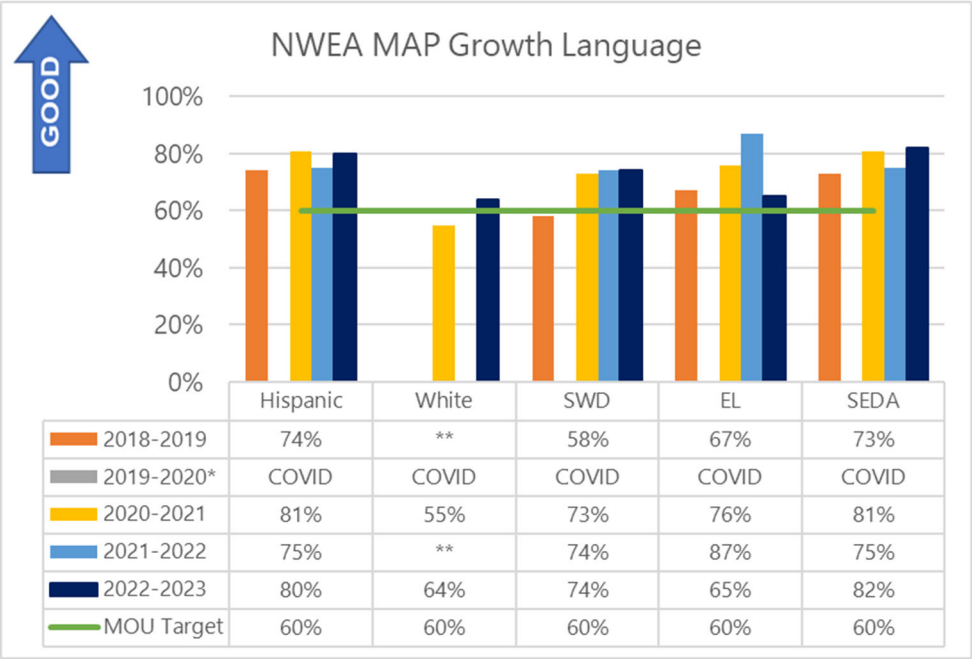


	Hispanic	White	SWD	EL	SEDA
2018-2019	88%	**	72%	93%	79%
2019-2020*	COVID	COVID	COVID	COVID	COVID
2020-2021	81%	64%	79%	75%	87%
2021-2022	72%	**	58%	69%	74%
2022-2023	65%	67%	71%	57%	75%
MOU Target	60%	60%	60%	60%	60%

Source: NWEA MAP Growth Reports (2018-2023)

MAP Growth results are also disaggregated by student group and results utilized to apply differentiated strategies for significant student populations at ASEC. Overall, from 2018-2019 through 2022-2023, 17 of 18 (94%) of significant student groups over the past five years met or exceeded the 60% growth target in Reading. Hispanic, Socioeconomically Disadvantaged, and English Learners exceeded the growth target each of those years in Reading while Students with Disabilities exceeded the growth target in 3 of 4 years. **(Figure 7.1)**.

Figure 7.2. NWEA MAP Growth (Language Usage)

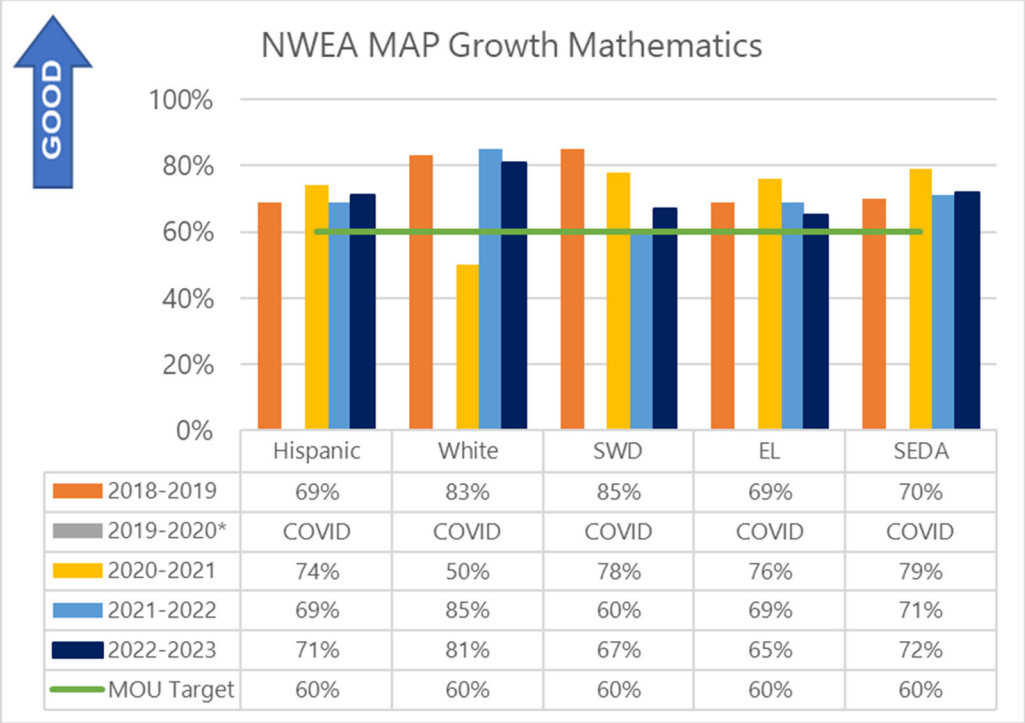


	Hispanic	White	SWD	EL	SEDA
2018-2019	74%	**	58%	67%	73%
2019-2020*	COVID	COVID	COVID	COVID	COVID
2020-2021	81%	55%	73%	76%	81%
2021-2022	75%	**	74%	87%	75%
2022-2023	80%	64%	74%	65%	82%
MOU Target	60%	60%	60%	60%	60%

Source: NWEA MAP Growth Reports (2023)

Over the past five years, 16 of 18 (89%) of all significant student groups at ASEC met or exceeded the 60% MOU growth target in Language **(Figure 7.2)**. Hispanic, English Learner, and Socioeconomically Disadvantaged student groups exceeded the growth target each year.

Figure 7.3. NWEA MAP Growth (Mathematics)



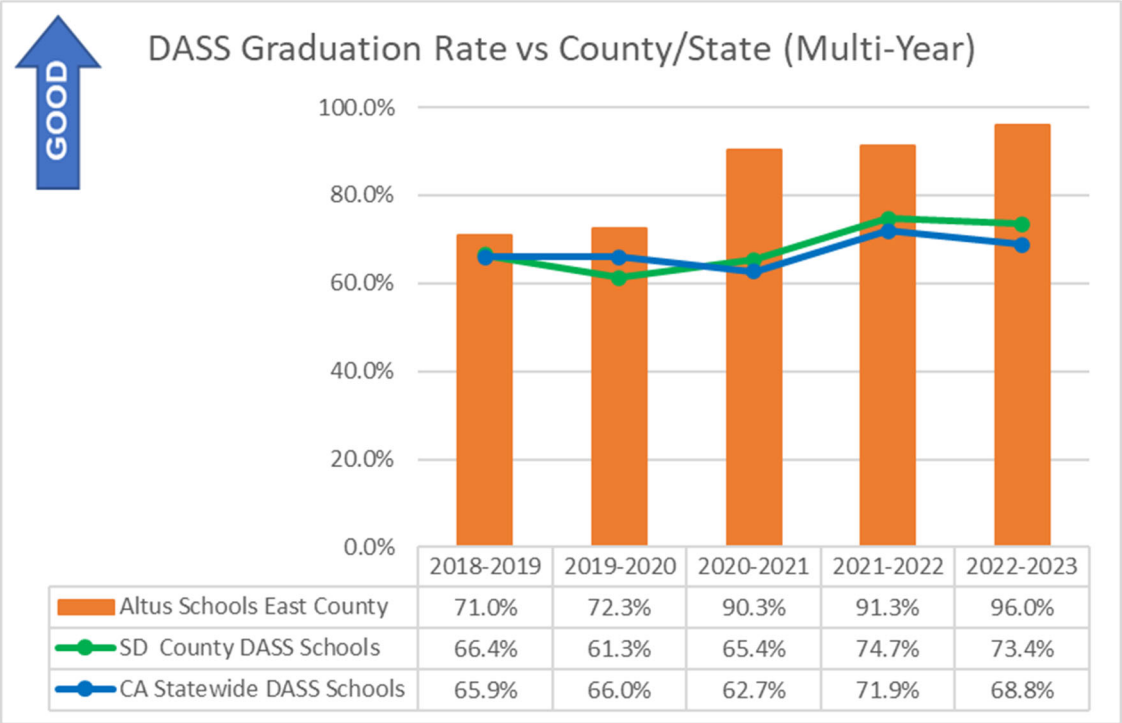
	Hispanic	White	SWD	EL	SEDA
2018-2019	69%	83%	85%	69%	70%
2019-2020*	COVID	COVID	COVID	COVID	COVID
2020-2021	74%	50%	78%	76%	79%
2021-2022	69%	85%	60%	69%	71%
2022-2023	71%	81%	67%	65%	72%
MOU Target	60%	60%	60%	60%	60%

Source: NWEA MAP Growth Reports (2023)

Over the past five years combined, 19 of 20 (95%) of numerically significant student groups at ASEC have met or exceeded the 60% growth target in Mathematics. From 2018-2019 through 2022-2023 Hispanic, Students with Disabilities, English Learners and Socioeconomically Disadvantaged student groups all met or exceeded the 60% MOU growth target in Mathematics each year **(Figure 7.3)**.

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

Figure 8. Multi-year DASS Graduation Rate –County/State DASS Schools Averages Comparison



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

The DASS Graduation Rate is one of the DASS Renewal MOU Criteria for ASEC. The Charter school may meet this in one of two ways: Exceed the county DASS Schools average or exceed the state DASS schools' average. For the past four consecutive years, ASEC has exceeded both the county and state DASS averages on the DASS Graduation rate **(Figure 8).**

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

Figure 9. One-Year Dropout Rate

One-Year Dropout Rate					
	2018-2019	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**
All Students	2.9%	2.7%	1.9%	3.6%	3.3%
Target	**5.0%**	**5.0%**	**5.0%**	**5.0%**	**5.0%**

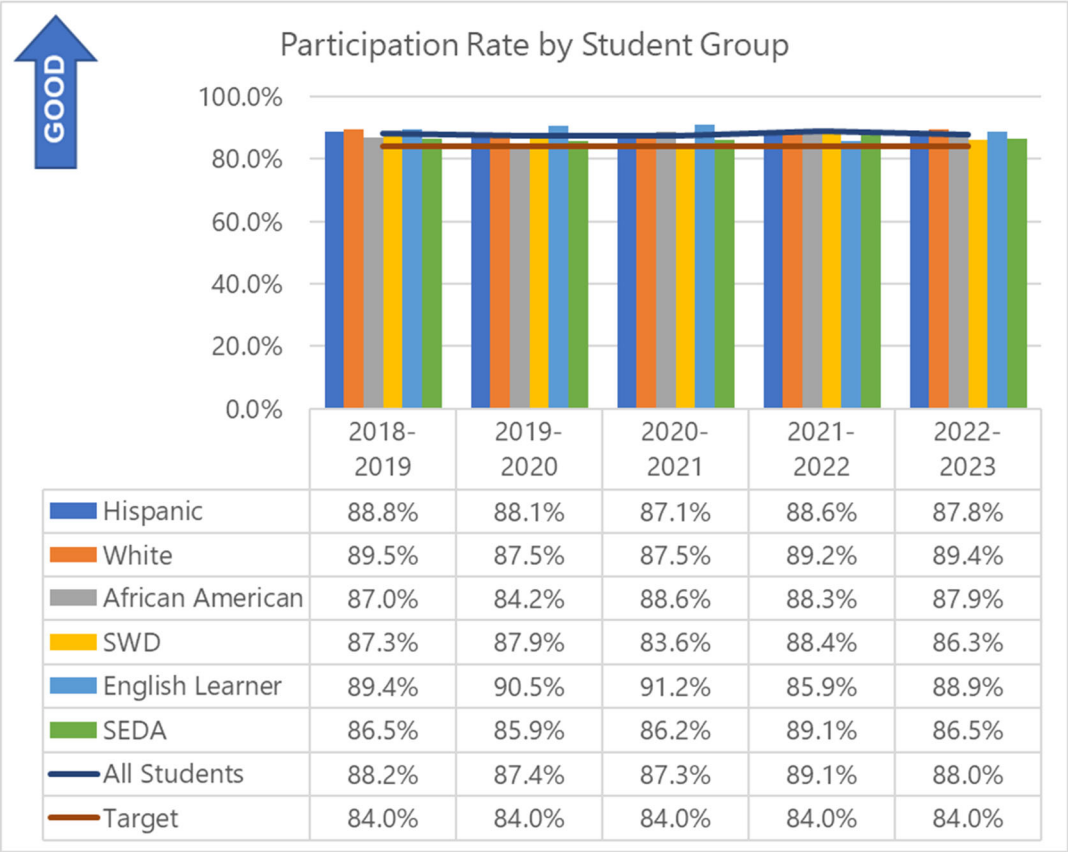
Source: CDE DataQuest and CALPADS Fall 1 Data – Dropouts (2023)

ASEC enrolls a significant number of students who are not on track to complete graduation requirements within the confines of four-years of high school. Despite 62% of ASEC's students enrolling credit deficient and an average of one-to-three grade levels behind in reading and math, the Charter School has maintained a One-Year Dropout Rate below 5% each of the last five years **(Figure 9).**

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

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

Figure 10. Altus Schools East County Participation Rate (All Students and Student Groups)



	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Hispanic	88.8%	88.1%	87.1%	88.6%	87.8%
White	89.5%	87.5%	87.5%	89.2%	89.4%
African American	87.0%	84.2%	88.6%	88.3%	87.9%
SWD	87.3%	87.9%	83.6%	88.4%	86.3%
English Learner	89.4%	90.5%	91.2%	85.9%	88.9%
SEDA	86.5%	85.9%	86.2%	89.1%	86.5%
All Students	88.2%	87.4%	87.3%	89.1%	88.0%
Target	84.0%	84.0%	84.0%	84.0%	84.0%

Source: School Pathways Student Information System (2018-2023)

ASEC measures Participation Rates for students as an evaluation of student engagement and progress. ASEC's target for participation as part of its DASS Charter School Renewal Criteria is 84% schoolwide and for significant student groups. Over the last five years, ASEC has exceeded the 84% participation target rate for All Students every year and for the majority (29 of 30, 96%) of student groups **(Figure 10)**. In 2021-22 and 2022-23, the Renewal MOU participation rate was exceeded by ALL student groups.

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

Figure 11. ASEC Suspension Rate

Suspension Data					
Year	**Suspension Rate**	**San Diego County DASS Rate**	**DASS State**	**MOU Target**	**MOU Target Met**
2018-2019	0.0%	3.1%	5.2%	< 1.5%	**Yes**
2019-2020	0.0%	COVID	COVID	< 1.5%	**Yes**
2020-2021	0.0%	0.3%	0.4%	< 1.5%	**Yes**
2021-2022	0.0%	2.4%	2.9%	< 1.5%	**Yes**
2021-2023	0.0%	2.6%	3.9%	< 1.5%	**Yes**

Source: California School Dashboard (2023); https://www.caschooldashboard.org/ and CDE DataQuest (2023).

ASEC's resource centers provide students with an innovative and engaging educational setting that differs from a traditional environment. ASEC's resource centers and instructional model allow students to focus on academics and insulate students from behavioral triggers and distractions that may occur in a larger comprehensive environment. ASEC' MOU target is to maintain a Suspension rate of 1.5% or less. Over the last five years, ASEC has maintained a perfect 0% suspension rate, well below the DASS Renewal MOU Criteria targets **(Figure 11)**. These results also outperform the DASS schools in both San Diego County and across California.

DASS Charter School Renewal MOU Criteria #12	
State and Local Measure	Expulsion Rate
The target has been	MET

Figure 12. ASEC Expulsion Rate

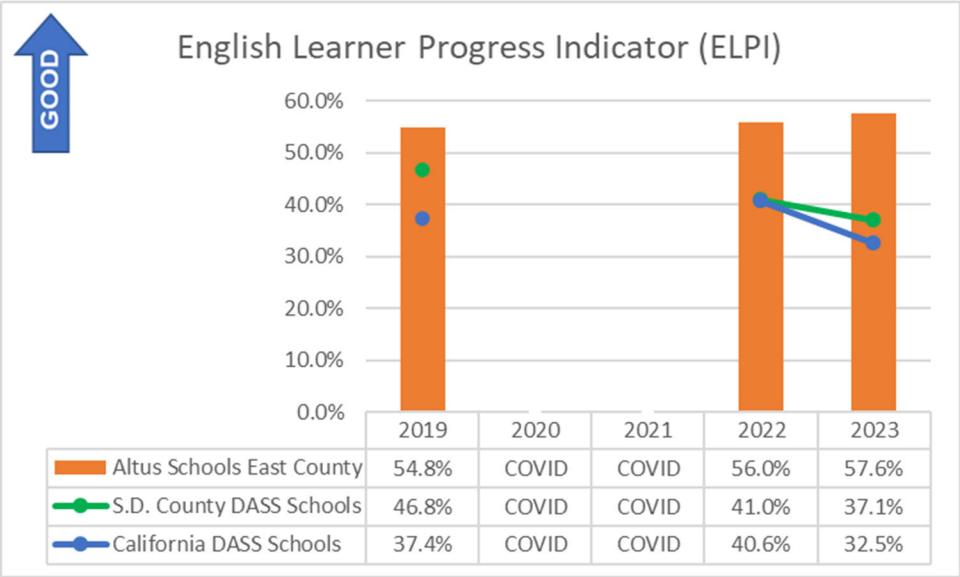
Expulsion Data					
Year	**Expulsion Rate**	**San Diego County DASS Rate**	**DASS State**	**MOU Target**	**Target Met**
2018-2019	0.0%	0.1%	0.2%	< 1.0%	**Yes**
2019-2020	0.0%	COVID	COVID	< 1.0%	**Yes**
2020-2021	0.0%	0.0%	0.0%	< 1.0%	**Yes**
2021-2022	0.0%	0.0%	0.1%	< 1.0%	**Yes**
2021-2023	0.0%	0.0%	0.1%	< 1.0%	**Yes**

Source: California School Dashboard (2023); https://www.caschooldashboard.org/ and CDE DataQuest (2023).

ASEC's MOU target is to maintain an Expulsion Rate of 1% or less. Over the last five years, ASEC has maintained a perfect 0% expulsion rate, well below the DASS Criteria targets. **(Figure 12)**. These results equal or exceed the DASS schools in both San Diego County and across California.

DASS Charter School Renewal MOU Criteria #13	
State and Local Measure	English Learner Progress Indicator
The target has been	MET

Figure 13. ASEC English Learner Progress Indicator

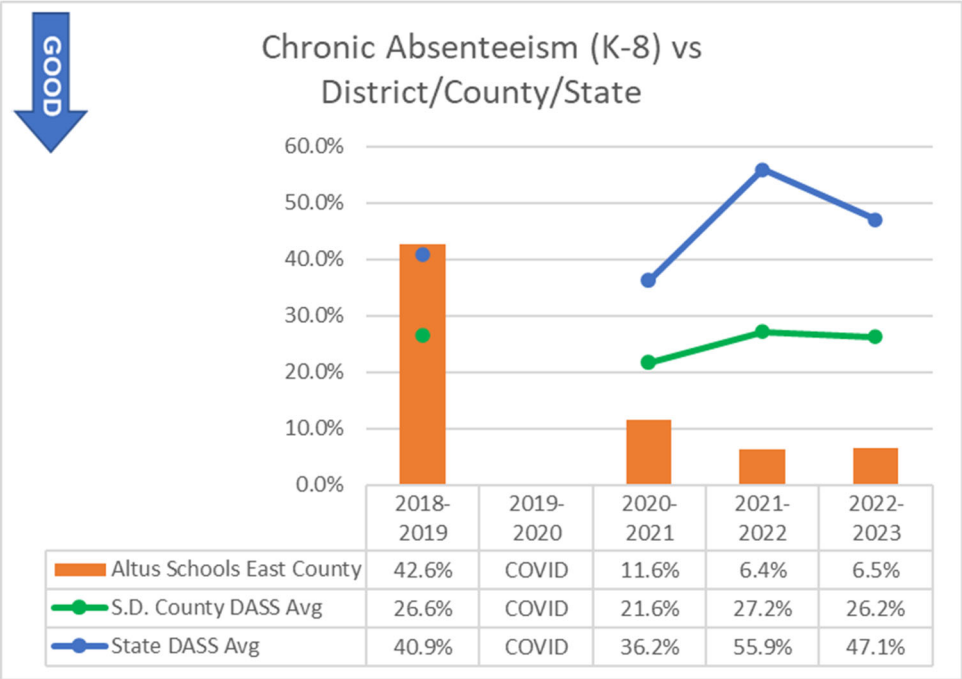


	2019	2020	2021	2022	2023
Altus Schools East County	54.8%	COVID	COVID	56.0%	57.6%
S.D. County DASS Schools	46.8%	COVID	COVID	41.0%	37.1%
California DASS Schools	37.4%	COVID	COVID	40.6%	32.5%

The English Learner Progress Indicator ("ELPI") debuted on the 2019 California Dashboard. Due to school closures resulting from COVID, to date the only years with ELPI results are 2019, 2022 and 2023. The ELPI is calculated based on a student's performance on the English Language Proficiency Assessments for California ("ELPAC"). In the Renewal MOU Criteria, the Charter School may meet the ELPI target by either exceeding the San Diego County DASS Schools average or the state DASS school's average. **ASEC has significantly exceeded the ELPI MOU target each year (Figure 13)**.

DASS Charter School Renewal MOU Criteria #14	
State and Local Measure	Chronic Absenteeism
The target has been	MET

Figure 14. ASEC Chronic Absenteeism



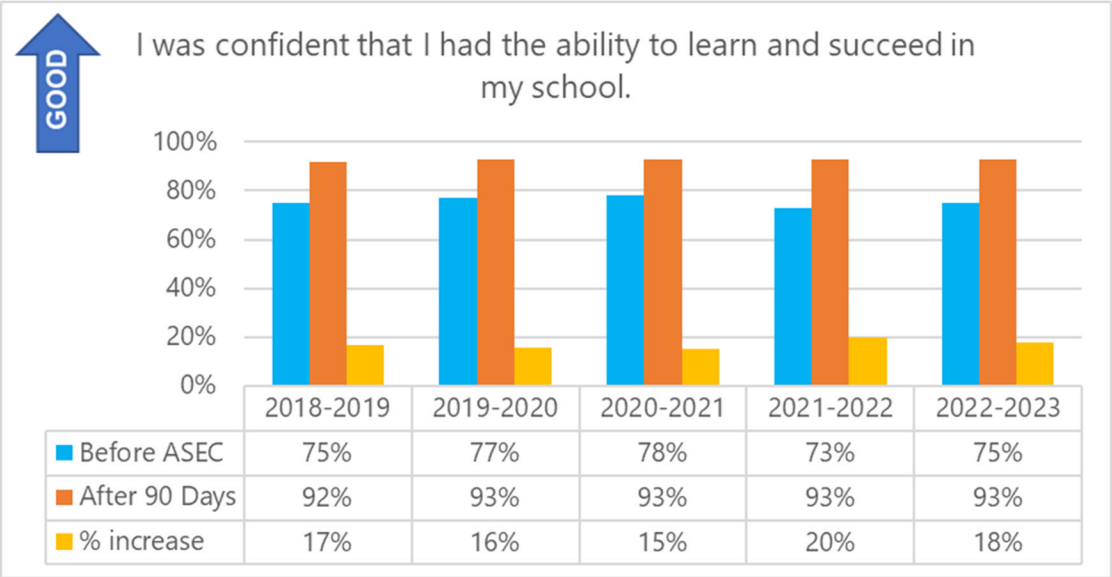
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Altus Schools East County	42.6%	COVID	11.6%	6.4%	6.5%
S.D. County DASS Avg	26.6%	COVID	21.6%	27.2%	26.2%
State DASS Avg	40.9%	COVID	36.2%	55.9%	47.1%

Sources: California School Dashboard (2023) https://www.caschooldashboard.org/ and CDE DataQuest (2023) https://dq.cde.ca.gov/dataquest/

On the California School Dashboard, schools that serve kindergarten (K) through grade eight students receive a Chronic Absenteeism Indicator. This indicator represents the percentage of students who were absent for 10 percent or more of the instructional days they were enrolled to attend. In ASEC's DASS Renewal MOU Criteria, ASEC may meet the target by either exceeding the San Diego County DASS Schools average or the state DASS school's average. *For most state indicators, the desired outcome is to have a high percentage of performance. However, for the Chronic Absenteeism Indicator, the desired outcome is reversed, and the goal is to achieve a low chronic absenteeism rate.* There was no Chronic Absenteeism rate in 2019-2020 due to COVID. **For the years 2020-2021, 2021-2022, and 2022-2023 ASEC significantly exceeded the MOU renewal criteria by having a lower Chronic Absenteeism rate than either the county or state DASS averages**. This target was **Met** in 3 of 4 (75%) years with available data.

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

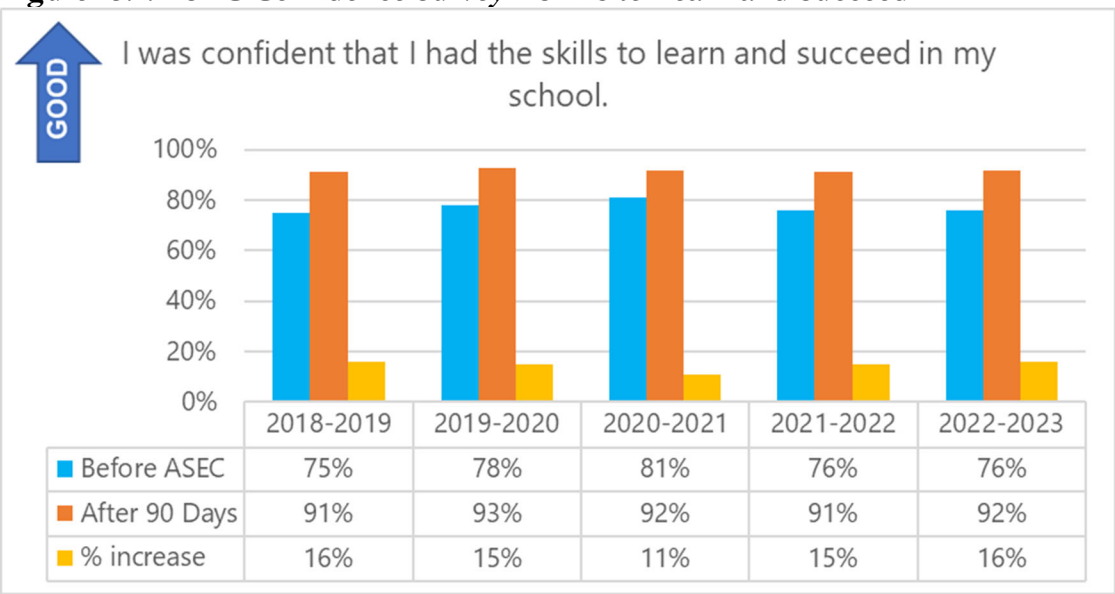
Figure 15. ASEC Confidence Survey – Ability to Learn and Succeed



	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Before ASEC	75%	77%	78%	73%	75%
After 90 Days	92%	93%	93%	93%	93%
% increase	17%	16%	15%	20%	18%

Source: Naviance (2018-2023)

Figure 15.1. ASEC Confidence Survey – Skills to Learn and Succeed



	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Before ASEC	75%	78%	81%	76%	76%
After 90 Days	91%	93%	92%	91%	92%
% increase	16%	15%	11%	15%	16%

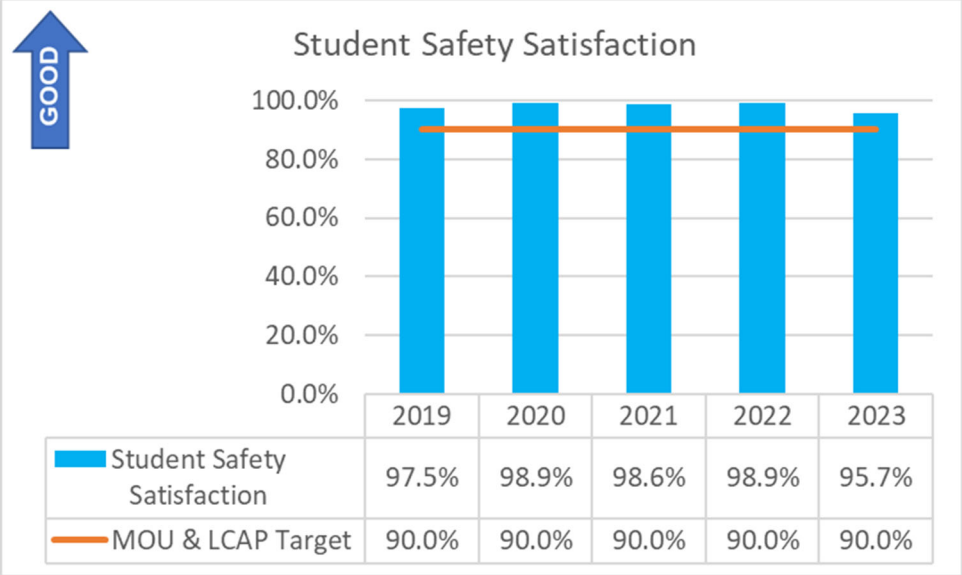
Source: Naviance (2018-2023)

High-risk students often lack the academic confidence needed to successfully engage in school. ASEC is committed to monitoring its effectiveness at immediately engaging high-risk students. New students at ASEC take a Confidence Survey when they first enroll to gauge their confidence levels regarding their academic skills and abilities. After 90 days, these students are surveyed again to determine if their confidence levels have increased to be academically successful in school. This measure is used to demonstrate student engagement for new students. The MOU target is that new students will achieve a 90% or higher rating on Confidence Survey questions after 90 days of enrollment at ASEC. Overall,

the results in 90 days yield an average 15% increase in confidence from when students first enroll at ASEC. On average, 92% of students have reported increased confidence in their ability and skills to learn and succeed in school. ASEC has met the DASS Renewal MOU Criteria target each year **(Figures 15-15.1)**.

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

Figure 16. Student Engagement Survey – Safety Satisfaction

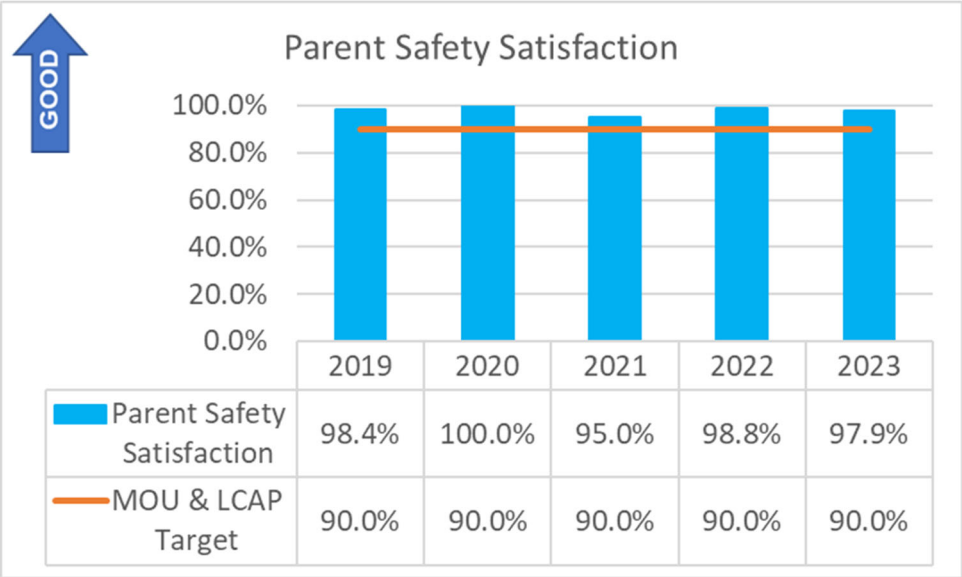


Source: Survey Monkey (2019-2023)

Providing a safe environment and supportive school culture is a key requirement of students at ASEC. Student Safety is one of the elements in the Renewal MOU with the target to maintain a 90% or higher rating on safety satisfaction rating from students. For the past five years, ASEC's overall student safety satisfaction results indicate that on average 98% of enrolled students feel safe and supported at ASEC. ASEC has met the DASS Renewal MOU Criteria target each year **(Figure 16)**.

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

Figure 17. Parent Engagement Survey – Safety Satisfaction



Source: Survey Monkey (2019-2023)

Providing a safe environment and supportive school culture is a key requirement from parents. Parent safety is one of the elements in the Renewal MOU where the target is to reach a 90% or higher rating on safety satisfaction from parents. Overall, parent safety satisfaction survey results for the past five years indicate that 98% of ASEC's parents reported feeling that their child is learning in a safe and supportive environment. ASEC has met the DASS Renewal MOU Criteria target each year **(Figure 17)**.

DASS Charter School Renewal MOU Criteria #18	
State and Local Measure	College Persistence and Completion
The target has been	NOT APPLICABLE

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

ASEC DASS Renewal MOU Criteria: Target Met Summary						
		18-19	19-20	20-21	21-22	22-23
MOU #1	*Smarter Balanced Assessments DFS – ELA*	Target Met	COVID	COVID	Target Met	Target Met
MOU #2	*Smarter Balanced Assessments DFS – Math*	Target Met	COVID	COVID	Target Met	Target Met
MOU #3	*Smarter Balanced Assessments Proficiency Results – ELA*	Target Met	COVID	COVID	Target Met	Target Met
MOU #4	*Smarter Balanced Assessments Proficiency Results – Math*	Target Met	COVID	COVID	Target Met	Target Met
MOU #5	*Smarter Balanced Assessments Proficiency: Significant Student Groups*	Target Met	COVID	COVID	Target Met	Target Met
MOU #6	*Local Indicators on Dashboard*	Target Met	COVID	COVID	Target Met	Target Met
MOU #7	*Verified Assessment Results (NWEA MAPS)*	Partially Met	COVID	Partially Met	Partially Met	Partially Met
MOU #8	*DASS Graduation Rate*	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #9	*1-Year Dropout Rate*	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #10	*Student Participation Rate*	Target Met	Target Met	Partially Met	Target Met	Target Met
MOU #11	*Suspension Rate Indicator*	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #12	*Expulsion Rate*	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #13	*English Learner Progress Indicator*	Target Met	COVID	COVID	Target Met	Target Met
MOU #14	*Chronic Absenteeism Dashboard Indicator*	*Not Met*	COVID	Target Met	Target Met	Target Met
MOU #15	*Student Confidence*	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #16	*Student Safety*	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #17	*Parent Safety*	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #18	*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 interests of pupils.

As demonstrated by the data above, ASEC students have been performing better than students in other DASS schools within the county and/or state, and ASEC students and parents have been also satisfied with their experiences at ASEC. The Charter School has met the renewal criteria metrics to which it agreed.

Thus, Altus Schools East County requests a 5-year renewal term, from July 1, 2025, to June 30, 2030.

Element A: Educational Program

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

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

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

MISSION AND VISION, AND PROGRAM OBJECTIVES

Mission Statement

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

Vision Statement

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

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

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

Strategic Objectives

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

- provide a personalized and rigorous academic experience for its students.

- hire, develop and maintain a highly qualified faculty and staff.
- provide a supportive and safe environment.
- be a role model for reform.

Program Objectives

ASEC will achieve these program objectives:

A. Improve student learning

B. Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as academically low achieving

C. Encourage the use of different and innovative teaching methods

D. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at ASEC

E. Provide parents and students with expanded choices in the types of educational opportunities available within the publicly funded school system

F. Hold ASEC accountable for meeting measurable student outcomes and provide Charter School with a method to employ a performance-based accountability system instead of a rule-based system

G. Provide vigorous competition within the public school system to stimulate continual improvements in all public schools

OVERVIEW OF EDUCATION PROGRAM

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

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

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

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

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

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

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

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

EDUCATIONAL METHODS

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

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

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

Students have the option to select from expert teacher-created textbook-based curriculum, online

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

EDUCATIONAL VISION

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

ASEC's philosophy:

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

To achieve ASEC's overarching objectives, it will:

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

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

ASEC is committed to developing curriculum that is rigorous, relevant, and aligned to the California Common Core State Standards ("CCSS") and Next Generation Science Standards ("NGSS").

Curriculum will be designed to foster career and college readiness, skill development, and citizenship in a global society.

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

ASEC students demonstrate progress by producing daily work, which demonstrates learning consistent with the CCSS, successfully passing end of course exams, meeting growth targets set by Northwest Evaluation Association's Measures of Academic Progress semester assessments, state assessments, and other formative assessments as developed by the teacher and/or the school.

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

Read and Write

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

Compute

- Add, subtract, multiply, and divide, using whole numbers, decimals, fractions and integers.
- Make and use measurements in traditional and metric units to compute lengths, areas, volumes, weights, temperatures, and times.
- Use ratios, proportions, percent, powers and roots.

- Understand spatial relationships and geometric concepts.
- Apply probability and statistics.
- Formulate and solve problems.

Speak, Question, and Listen

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

Problem-Solve

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

Work Independently and in Teams

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

Achieve Digital Literacy

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

Manage Time

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

Accept Personal Responsibility

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

Stay Healthy

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

Comfortably Relate with Others

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

TARGET STUDENT POPULATION

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

Figure 18. 4-Year Projected Enrollment for Altus Schools East County

PROJECTED ENROLLMENT AT P2 ADA REPORTING	2025-2026	2026-2027	2027-2028	2028-2029
Grades 7-8	23	23	24	24
Grades 9-12	305	308	310	313
Total Projected Enrollment at P2 ADA Reporting	*328*	*331*	*334*	*337*

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

Many students coming to ASEC are initially identified from referrals by the District's middle and high school counselors. ASEC is able to meet the needs of all students (e.g., EL, GATE, or Special Education) through a personalized education plan. This plan shall include formative and summative testing data, which may include, but is not limited to, CAASPP, California Science Test ("CAST"), ELPAC, PSAT, SAT, ACT, the California Alternate Assessments ("CAA"), CMA, NWEA MAP pre/post local assessment, end-of-course exams, unit exams, Naviance career and learning styles assessments, portfolios, and exhibitions. This data helps to establish student needs. Based on this student's need and in collaboration with the parent, student, and teacher, a set of instructional goals will be developed. These goals will be achieved through a variety of strategies, including one-on-one tutoring, online courses, projects, seminars, field trips, guest speakers, and supervised study.

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

Figure 19 Grossmont Union High School District Demographics 2023-2024

Grossmont Union High School District Demographics 2023-2024		
Ethnicity	**Total**	**Percentage**
African American	1,235	5.7%
American Indian or Alaska Native	121	0.6%
Asian	692	3.2%
Filipino	327	1.5%
Hispanic or Latino	9,573	44.1%
Pacific Islander	106	0.5%
White	8,143	37.5%
Two or More Races	1,408	6.5%
Not Reported	92	0.4%
Other Student Groups		
Socioeconomically Disadvantaged	14,082	64.9%
Students with Disabilities	3,713	17.1%
English Learners	2,701	12.4%
Foster Youth	64	0.3%
Homeless Youth	644	3.0%
Migrant Education	5	0.0%

Source: CDE DataQuest (May 17, 2024) https://dq.cde.ca.gov/dataquest/

COMMUNITY INTEREST

Over the last seven years, there has been a continued interest from the East County community to attend Altus Schools East County, as supported by letters from community groups, parents, students, and alumni **(Appendix Z** and **Appendix AA)**. The number of students served from the Grossmont Union High School District each year is displayed in **Figure 20**. ASEC has consistently served between 300-500 students from GUHSD annually from 2017-2024.

Figure 20 Number of Students Served from Grossmont Union High School District

Number of Student Served from Grossmont Union High School District							
School Year	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
Students Served from GUHSD	325	419	497	471	418	351	354

Based on the 2023-2024 enrollments, in comparison to GUHSD, Altus Schools East County, *previously Grossmont Secondary,* serves a higher population of Hispanic students, socioeconomically disadvantaged students and students with disabilities **(Figure 21)**.

Figure 21 Student Demographics for ASEC and Grossmont Union High School District

ASEC and GUHSD 2023-2024 Demographics		
Ethnicity	**ASEC**	**Grossmont Union High**
African American	6.9%	5.7%
American Indian or Alaska Native	0.4%	0.6%
Asian	1.5%	3.2%
Filipino	0.4%	1.5%
Hispanic or Latino	61.9%	44.1%
Pacific Islander	0.4%	0.5%
White	20.4%	37.5%
Two or More Races	7.3%	6.5%
Not Reported	0.8%	0.4%
Other Student Groups		
Socioeconomically Disadvantaged	70.8%	64.9%
Students with Disabilities	23.8%	17.1%
English Learners	11.9%	12.4%
Foster Youth	0.8%	0.3%
Homeless Youth	8.8%	3.0%
Migrant Education	0.0%	0.0%

Source: CDE DataQuest (May 17, 2024) https://dq.cde.ca.gov/dataquest/

This demonstrates the community's interest in seeking an alternative educational option. ASEC differs from DASS schools in GUHSD and the communities it serves due to its unique instructional model and innovative, safe and non-traditional academic environment. Based on its overall academic achievement and engagement outcomes for all students ASEC demonstrates it is a high-performing DASS school across the state and in San Diego County **(Figures 1-17)**. These outcomes demonstrate the continued need for a high-performing, quality option within the East County community.

HOW LEARNING BEST OCCURS

ASEC believes that learning best occurs when:

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

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

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

DESCRIPTION OF THE EDUCATIONAL PROGRAM

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

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

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

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

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

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

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

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

Teacher Resource who supports the delivery of curriculum.

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

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

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

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

Independent Study Assurances

ASEC shall comply with all applicable independent study laws including, but not limited to, Education Code Sections 51745 *et seq*., 47612.5, 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705. These laws require, among other things, that ASEC shall operate pursuant to an adopted independent study Board policy; each student will have a master agreement; and ASEC must file for a funding determination as a condition of funding. The Charter School shall maintain written

contemporaneous records that document all student attendance. An annual, independent audit of student records shall be conducted by a state-approved certified public accountant and needs to be free of exceptions or qualifications. These records shall be made available for audit and inspection.

Parent/ Teacher/ Student Master Agreement

For all students participating in independent study, pursuant to Education Code Section 51747, an agreement shall be signed by: (1) the parent, guardian, or caregiver of each charter school pupil; (2) the student; (3) the certificated charter school employee who has been designated as having responsibility for the general supervision of independent study; and (4) the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. This agreement shall include all of the elements described in Education Code Section 51747(g).

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

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

School Calendar

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

1. To students in grades 4 to 8, inclusive, 54,000 minutes.

2. To students in grades 9 to 12, inclusive, 64,800 minutes.

Please see ASEC's 2025-2026 School Calendar in **Appendix X**.

CURRICULUM

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

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

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

ASEC's grade 7-12 course catalogs and course descriptions **(Appendix V)** are reviewed and revised as necessary on an annual basis to ensure that the optimal academic outcomes are met. ASEC ensures that all of its core courses, world language, visual & performing arts, and some electives are listed on the approved UC A-G and NCAA lists **(Appendix O** and **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 are engaged in increasingly complex tasks of decoding, analyzing, and synthesizing materials that include many cross-curricular texts, playing an important part in building students' content knowledge. It is vital for students to have extensive opportunities to build knowledge through texts so they can learn independently. Throughout the English Language Arts courses, students participate in various text types that explore text to text, text to self, and text to world items. They conduct research and create various forms of writings that demonstrate a high level of competency in each of the genres found in English/Language Arts. The students that demand a greater or more rigorous academic challenge have the ability to take AP

courses. Advanced Placement exams are offered and administered in the spring semester for students who have taken and passed the AP courses. All courses also provide for remediation and/or scaffolding for students with disabilities or English Learners. ASEC has UC A-G and NCAA approval for all core high school English/Language Arts courses.

ENGLISH/LANGUAGE ARTS MATRIX	
Grade Levels	**Course Titles/Semester**
Seventh Grade	English 7-1, 7-2 (textbook/online/blended options)
Eighth Grade	English 8-1, 8-2 (textbook/online/blended options)
Ninth Grade	English 1, 2 (textbook/online/blended options)
Tenth Grade	English 3, 4 (textbook/online/blended options)
Eleventh Grade	American Literature 1, 2 (textbook/online/blended options) **or** Honors American Literature 1, 2 (textbook/online/blended options) **or** AP English Language & Composition 1, 2 (online option) **or** AP English Literature & Composition 1, 2 (online option)
Twelfth Grade	World Literature 1, 2 **or** English (British) Literature 1, 2 (textbook/online/blended options) **or** AP English Language & Composition 1, 2 (online option) **or** AP English Literature & Composition 1, 2 (online option)

Mathematics

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

MATHEMATICS MATRIX	
Grade Levels	**Course Titles/Semester**
Seventh Grade	Math 7-1, 7-2 (textbook/online/blended options)
Eighth Grade	Math 8-1, 8-2 (textbook/online/blended options)
Ninth Grade	Algebra 1, 2 (textbook/online/blended options) **or** Integrated Math IA, IB (textbook/online/blended options)
Tenth Grade	Geometry 1, 2 (textbook/online/blended options) **or** Integrated Math IIA, IIB (textbook/online/blended options)
Eleventh Grade	Intermediate Algebra 1, 2 (textbook/online/blended options) **or** Integrated Math IIIA, IIIB (textbook/online/blended options)
Twelfth Grade	Statistics 1, 2 **or** Pre-Calculus 1, 2 (textbook/online/blended options) **or** Honors Pre-Calculus 1, 2 (textbook) **or** AP Calculus A/B (online)

Science

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

SCIENCE MATRIX	
Grade Levels	**Course Titles/Semester**
Seventh Grade	Middle School Life Science (textbook/online/blended options) **or** Integrated Science 7-1, 7-2 (online)
Eighth Grade	Middle School Physical Science (textbook/online/blended options) **or** Integrated Science 8-1, 8-2 (online)

Ninth Grade	Earth and Space Science 1, 2 (textbook/online/blended options) **or** Physics 1, 2 (textbook/online/blended options)
Tenth Grade	Biology 1, 2 (textbook/online/blended options) **or** Marine Biology 1, 2 (textbook)
Eleventh Grade	Chemistry 1, 2 (textbook/online/blended options) **or** Honors Chemistry 1, 2 (textbook)
Twelfth Grade	AP Environmental Science (online)

Social Sciences

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

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

World Languages (Languages Other Than English)

ASEC offers a full three years of Spanish (1-6) (UC required/recommended), French (1-4) (UC required), and German (1-6) (UC required/recommended). Once a student completes Spanish 1-6, ASEC offers AP Spanish Language and Culture to extend the foundational world language skills learned. The world language curriculum satisfies the UC requirement for admission. Students may take a world language as early as the 7th grade. ASEC has UC A-G approval for the blended (independent study/online)/online courses, which will integrate a full speaking and listening component in a fun, interactive way using avatars and a token economy system of rewards while learning.

FOREIGN LANGUAGE COURSES MATRIX	
Grade Levels	**Course Titles/Semester**
Seventh Grade	Spanish 1, 2 (textbook/online/blended options) **or** German 1, 2 (textbook/online/blended options) **or** French 1, 2 (textbook/online/blended options)
Eighth Grade	Spanish 1-4 (textbook/online/blended options) **or** German 1-4 (textbook/ online/blended options) **or** French 1-4 (textbook/online/blended options)
Ninth Grade	Spanish 1-6 (textbook/ online/blended options) **or** German 1-6 (textbook/ online/blended options) **or** French 1-6 (textbook/online/blended options)
Tenth Grade	Spanish 1-6 (textbook/ online/blended options) **or** German 1-6 (textbook/ online/blended options) **or** French 1-6 (textbook/online/blended options)
Eleventh Grade	Spanish 1-6 (textbook/ online/blended options) **or** German 1-6 (textbook/ online/blended options) **or** French 1-6 (textbook/online/blended options)
Twelfth Grade	Spanish 1-6 (textbook/ online/blended options) **or** AP Spanish Language and Culture (online) **or** German 1-6 (textbook/ online/blended options) **or** French 1-6 (textbook/online/blended options)

Visual And Performing Arts

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

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

**UC A-G approved VAPA electives.*
+articulated with community college for college credit

Physical Education

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

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

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

General Electives

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

GENERAL ELECTIVE COURSES
Grades 7-8
AVID 7a, 7b (textbook)
AVID 8a, 8b (textbook)
Career Explorations Virtual Reality (textbook)
ELD MS Language & Literacy 1, 2 (EL Level 1) (textbook/online/blended options)
ELD MS Language & Literacy 3, 4 (EL Level 2) (textbook/online/blended options)
ELD MS Language & Literacy 5, 6 (EL Level 3) (textbook/online/blended options)
ELD MS Language & Literacy 7, 8 (EL Level 4) (textbook/online/blended options)
Empower Math 1a, 1b (textbook)
Exploring Careers 1, 2 (online)
Literacy 7th 1, 2 (textbook)
Literacy 8th 1, 2 (textbook)
Service Learning 1, 2 (textbook)

Study Skills 7-1, 7-2 (textbook)
Study Skills 8-1, 8-2 (textbook)
Grades 9-12
*AVID 9a, 9b (textbook)
*AVID 10a, 10b (textbook)
*AVID 11a, 11b (textbook)
*AVID 12a, 12b (textbook)
Comprehensive Health (textbook/online/blended)
Driver's Education (textbook)
Early College Academy (textbook)
Journalism 1, 2 (textbook)
Service Learning 1, 2 (textbook)
Empower Math I A, B (textbook/online/blended)
Empower Math II A, B (textbook/online/blended)
Empower Math III A, B (textbook/online/blended)
Literacy 1, 2 (textbook/online/blended)
Literacy 3, 4 (textbook/online/blended)
ELD Language & Literacy 1, 2 (EL Level 1) (textbook/online/blended options)
ELD Language & Literacy 3, 4 (EL Level 2) (textbook/online/blended options)
ELD Language & Literacy 5, 6 (EL Level 3) (textbook/online/blended options)
ELD Language & Literacy 7, 8 (EL Level 4) (textbook/online/blended options)
*AP Psychology 1, 2 (online)
*Sociology 1 (blended)
Study Skills 1, 2 (textbook/blended/online)

**UC A-G approved electives*

Post High School Pathways

Once a student is enrolled at ASEC, the student completes personality and career interest surveys on Naviance. Naviance is a comprehensive college and career readiness web-based tool for middle and high schools that helps align student strengths interests and values to post-secondary goals and improves student outcomes. The parent/guardian, student, and teacher meet to discuss the results. The results demonstrate the student's learning style as well as career interests. Based on the career interests, the teacher assists the student with creating a post- high school pathways plan. ASEC's students select one of four post-high school pathways: four-year college/university; two-year college, school-to-work/Career Technical Education, or the military. The courses identified above satisfy the post-high school pathways for college-bound students. In addition to the college preparatory

coursework, ASEC offers courses that are specifically designed for students in grades 9-12 who have expressed an interest in specific career pathways.

Career Technical Education

ASEC offers 33 Career Technical Education ("CTE") courses for students who have expressed an interest in a specific industry sector, including a state-approved general work experience program. Courses such as Photoshop 1, 2 can lead to certification once the student completes the course. In addition to the 33 CTE courses, and 11 Career Pathways listed below, ASEC offers a Virtual Reality Career Exploration and training program that provides students on demand internship-like experiences.

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

CAREER TECHNICAL EDUCATION COURSES
Grades 9-12
Altus Success (blended)
Business Careers 1, 2 (textbook)
Career Explorations 1, 2 (online)
Career Planning and Development (online)
*+Child Development 1, 2 (textbook)
*Career and Life Management 1, 2 (textbook)
*Computer Science Discoveries 1, 2(textbook)
*+Design Careers 1, 2 (textbook)
*+Entrepreneurship 1, 2 (textbook)
*+Environmental Sustainability (online)
Foundations of Personal Finance 1, 2 (textbook)
General Work Experience Ed. 1, 2 (textbook, online, blended)
General Work Experience Ed. 3, 4 (textbook, online, blended)
*Health Science Concepts 1, 2 (online)
*Health Science and Medical Technology (online)
*Hospitality, Tourism & Recreation 1, 2 (textbook)
*Hospitality Management 1, 2 (textbook)
*Information and Communication Technology 1, 2 (online)
*Intro to Business 1, 2 (online)

*Intro to Green Technology and Energy 1, 2 (textbook)
Intro to Parenting (textbook)
Military Science 1, 2 (textbook)
Military Science 3, 4 (textbook)
*Nursing Assistant 1, 2 (online)
Nutrition 1, 2 (textbook)
*Pathways Exhibition (blended)
*Photoshop 1, 2 (blended)
*Psychology 1, 2 (textbook/blended/online)
*Personal Finance 1 (online)
*+Retail Sales and Marketing 1, 2(textbook)
*+Teacher Education 1, 2 (textbook)
*Veterinary Science 1, 2
Virtual Reality Career Explorations (textbook)

**UC A-G approved CTE electives*
+articulated with community college for college credit

California Cadet Corps

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

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

Eleventh Grade	*CA Cadet Corps 1, 2 (textbook) CA Cadet Corps Summer Camp 1, 2 (textbook) *CA Cadet Corps Leadership 1, 2 (textbook) *CA Cadet Corps 3, 4 (textbook) *CA Cadet Corps 5, 6 (textbook)
Twelfth Grade	*CA Cadet Corps 1, 2 (textbook) CA Cadet Corps Summer Camp 1, 2 (textbook) *CA Cadet Corps Leadership 1, 2 (textbook) *CA Cadet Corps 3, 4 (textbook) *CA Cadet Corps 5, 6 (textbook)

**UC A-G approved electives*

EARLY COLLEGE CREDIT PROGRAM

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

Advanced Placement Program

The College Board's Advanced Placement ("AP") Program is an internationally recognized educational initiative that offers high school students the opportunity to engage in college-level coursework and earn college credits. Designed to provide rigorous academic challenges, the program encompasses a wide range of subjects, including mathematics, sciences, humanities, and world languages. By taking AP courses and exams, students can benefit in various ways, both academically and personally. One of the key advantages of participating in the AP Program is the chance to experience college-level instruction while still in high school. AP courses are taught with a level of depth and complexity that mirrors college courses, allowing students to develop the critical thinking, analytical, and problem-solving skills necessary for success at the post-secondary level. This exposure to advanced coursework prepares students for the academic demands they are likely to encounter in college and fosters a smooth transition to higher education. ASEC offers 10 AP courses and administers the AP Exam each May onsite for students. Students must earn a passing score on the AP exam, as determined by their post-secondary school.

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

	*AP Calculus AB 1, 2 *AP Environmental Science 1, 2 *AP Spanish Language and Culture 1, 2 *AP Psychology 1, 2

**UC A-G approved course*

Articulation

ASEC has agreements in place with MiraCosta College that provide students with the opportunity to earn college credit for coursework completed at ASEC. These courses are designed to provide students with an opportunity to earn both high school and college credit simultaneously. Articulation provides a seamless transfer of credits from high school to college through "credit by exam", allowing students to progress smoothly in their educational journey. By enrolling in these courses, students gain exposure to college-level curriculum and expectations while still in a supportive high school environment. The ASEC courses go through 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 college credit, students must complete all applications by the timeline requested by the partnering college and earn a B or higher on the final exam and overall grade.

ARTICULATION MATRIX	
ASEC Course	**MiraCosta College Credit**
*Child Development 1, 2	CHLD 112
*Design Careers 1, 2	DESN 100
*Entrepreneurship 1, 2	BUS 130
*Environmental Sustainability 1, 2	HORT 166
*Health Science Concepts 1, 2	NURS 151
*Hospitality Management 1, 2	HOSP 100
*Information and Communication Technology 1, 2	CSIT 101
*Photography 1, 2	ART 251
*Retail, Sales and Marketing 1, 2	BUS 132
*Teacher Education 1, 2	EDUC 115

**UC A-G approved course*

Dual Enrollment

Dual Enrollment offers students the opportunity to take college courses with a community college of choice. While ASEC has established partnerships with local community colleges and continues to develop partnerships, students have the opportunity to complete dual enrollment courses at the California community college of their choice. By taking college courses online or on campus with a college professor, students are exposed to new ideas, perspectives and intellectual challenges. This exposure promotes critical thinking, analytical reasoning, problem solving skills and boosts confidence upon successful completion of dual enrollment courses. Although students can take any college course that is approved by the ASEC school counselor, ASEC recommends the following courses for their

students to complete for dual enrollment: College and Career Planning, Career Technical Education, Government, Economics, Ethnic Studies, World Language and/or Visual and Performing Arts.

GRADUATION REQUIREMENTS

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

GRADUATION COURSE REQUIREMENTS	
English - 8 semester credits (4 years required)	**Mathematics -** 6 semester credits (3 years required, 4 years recommended)
4 credits – • 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 **or** • 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

<table>
<tr><td></td><td>1 credit –
• Economics</td></tr>
<tr><td>Physical Education - 4 semester credits</td><td>Pathways Portfolio - 1 semester credit</td></tr>
<tr><td>• Physical Education 1-4</td><td>• Pathways Portfolio or
• Career Explorations 1-2 or
• Completed Career Pathway with Capstone Course or
• Approved college credit course</td></tr>
<tr><td colspan="2">Electives
9 semester credits</td></tr>
<tr><td colspan="2">• Students have the option to choose from a wide range of general elective options.
• UC/CSU: 2 credits – Approved electives in same area</td></tr>
<tr><td colspan="2">World Languages and Visual and Performing Arts–
2 semester credits</td></tr>
<tr><td>Option 1:
2 credits –
• World Language electives (same language)</td><td>Option 2:
2 credits –
• VAPA electives</td></tr>
<tr><td colspan="2">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="2">Career & Technical Education /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="2">Grade Point Average (GPA)</td></tr>
<tr><td colspan="2">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

ASEC is dedicated to the professional growth of all of its employees and provides a very comprehensive professional learning system for its faculty and staff based on student achievement data, California state mandates, federal regulations and mandates, and the best pedagogical practices. As ASEC is focused on improving the quality of life for students, their families, its employees, and the community at large, the professional development program is designed to assist staff in fulfilling

this mission and provides a rigorous academic experience for teachers, office staff, and other educational partners. On a holistic level, the professional development program provides support for ASEC's employees to develop skills and techniques crucial to their personal lives as they work toward a healthy work/life balance as aligned to the California Quality Professional Learning Standards and State Priorities. In short, the program is a "school within a school" for the purposes of teaching and learning, and increases student achievement results, faculty and staff retention, and the overall well-being of ASEC's employees and students.

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

1. **Ethical Responsibilities and Strategic Planning**

    a. Quarterly All Staff Meetings

    b. Quarterly Safety Ambassador Meetings

    c. Quarterly Instructional Meetings

    d. Mandated Trainings: Safety, Blood Borne Pathogens, Child Protective Services, Epi-Pen and AED Trainings, Opioid Overdose Response Protocols, Sexual Harassment Prevention, Human/Sex Trafficking

    e. Executive Studies on Educational Leadership Development

    f. Leadership Meetings

    g. Resource Center Professional Learning Communities

    h. Special Education Compliance Clinics

    i. Youth Mental Health First Aid Responder Training

    j. Signs of Suicide Training

2. **Curriculum Content Training**

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

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

    c. Gifted and Talented Education (GATE)- ASEC will offer cohort trainings to the teachers to meet the academic needs of this group of learners

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

enrolled in their courses.

3. **Student Engagement**

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

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

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

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

   e. Family Learning Series trainings that are geared toward parents and guardian understanding of College and Career Readiness opportunities such as AP, Articulation, and Dual Enrollment courses.

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

4. **Workforce Efficiency and Effectiveness**

   a. Edgenuity Training- online curriculum content provider

   b. Audit and Compliance/ Rigor, Content and Quality

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

   d. New Teacher Training, Professional Growth Training, and Certificated Teacher Resource and Resource Classroom Associate Training

ACCREDITATION, TRANSFERABILITY OF COURSES, AND NOTICE TO PARENTS

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

ASEC has received six years accreditation from the Western Association of Schools and Colleges ("WASC").

ASEC has received approval of 'a-g' courses from the University of California.

CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES

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

PLAN FOR STUDENTS ACHIEVING BELOW GRADE LEVEL

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

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

Social Emotional Learning Program:

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

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

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

data.

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

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

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

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

Each student's PPEP is collaboratively developed by the teacher, student, parent, school counselor, and instructional leader. The PPEP is a dynamic and ongoing personalized education process that considers many factors, including demographic information and student groups: Individualized Education Program ("IEP"), 504 Plan, Gifted and Talented Education, English Learners, Foster Youth, Pregnant and Parenting, and Homeless. In addition, each student's PPEP identifies educational goals, learning style preferences, career interests, daily leaning schedule, and course plan.

After completion of enrollment, students will be assessed and immediately engaged with a rigorous, technology-enhanced curriculum that is customized to meet their specific academic needs. Students take one to two courses at a time, allowing them to focus on mastering the State Standards of one course before moving onto the next. Teachers will utilize a variety of instructional modes of delivery to target student engagement and increase achievement. Independent study, online, home school, and blended learning options provide a range of student learning opportunities based on learning styles and pathways. Each student's Pathways Personalized Education Plan will be enhanced with one-on-one and small group tutoring, field trips, volunteer opportunities, cultural events, guest speakers, career days, a wide variety of elective course options, and work experience customized to student interest and pathway choice. Each teacher will have the support of a Certificated Teacher Resource ("CTR"), who supports the delivery of curriculum.

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

PLAN FOR STUDENTS ACHIEVING ABOVE GRADE LEVEL

Through the **Multi-tiered System of Supports**, ASEC systematically addresses support for all students, including gifted students and high achievers. Students who demonstrate the ability, through a variety of assessments, to perform above grade level have a PPEP that reflects their strengths and interests through course selection and planning, differentiation of instruction, opportunities for acceleration, and curriculum enrichment and extension. The instructional team, including parents, teacher, counselor and student, will collaborate to select appropriate courses including Honors,

Advanced Placement, Dual Enrollment and Articulated courses. Following a course of study aligned to ASEC's instructional framework, students are able to demonstrate mastery of subject matter standards at their own pace, giving students with advanced skills the option to complete courses in less time. ASEC provides the opportunity for students to be concurrently enrolled in community college courses **(Appendix DD)** and to consult regularly with one of ASEC's college counselors. Additionally, teachers will participate in monthly professional development that focuses on instructional strategies and engagement techniques for a diverse student population.

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

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

Each IGP incorporates essential elements of gifted education:

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

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

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

PLAN FOR ENGLISH LEARNERS

ASEC meets the applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, pertaining to annual notification to parents, student identification, placement, program options, designated and integrated English Language Development ("ELD") instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, standardized testing requirements, and parent/family engagement. ASEC implements policies to

assure appropriate placement, evaluation, and communication regarding ELs and the rights of students and parents. ASEC fully implements a specially designed English Learner Plan that addresses the needs of the high-risk/at-promise student population served and:

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

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

English Learner Identification

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

Using the HLS, students who have been identified to have their primary or native language be a language other than English, and have not been previously assessed, are given the Initial English Language Proficiency Assessments for California. If a student does not demonstrate proficiency, the student will qualify as an English Learner.

English Learner Assessment

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

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

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

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

an alternate assessment as determined by the IEP or 504 team.

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

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

English Learner Reclassification

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

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

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

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

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

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

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

Observation Protocol for Teachers of English Learners (OPTEL)

- Approved by the California State Board of Education in November 2023, the OPTEL 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.

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

Parent Consultation

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

Monitoring Reclassified Fluent English Proficient Learners

ASEC implements a systematic process to monitor the academic progress of all Reclassified Fluent English Proficient (RFEP) students for four years from the year of reclassification, as required by state and federal guidelines. RFEP students are expected to meet grade-level content standards and the requirements for high school graduation. Parents are notified of ongoing progress after reclassification during parent-teacher meetings each semester. Each year, through the PPEP process and the use of Ellevation, an EL program monitoring system, the instructional team is able to leverage the integration of student data and efficient processes to determine an informed and strategic instructional approach for each student. Teachers complete an RFEP Student Monitoring Form to report on academic performance and ELD skills and make a recommendation for next steps. For students not meeting proficiency targets, staff analyzes student assessment data and creates an instructional intervention plan. Assessment data that is monitored includes:

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

The instructional team, through the PPEP, collaborates to determine the effectiveness of the program

for each student. When students have not made adequate progress, the Multi-Tiered System of Supports is utilized to determine and apply interventions. These interventions can include ELD instruction, instructional aids and supports, and/or family and community support services to support the academic, behavior, and socio-emotional needs of students.

Intervention measures may include:

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

Comprehensive English Language Development Program

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

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

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

Achieve 3000 is an online literacy tool that provides differentiated instruction based on individual student reading levels. The program allows students to build literacy and content-area knowledge

simultaneously. Embedded scaffolds and supports, including Spanish language support, accelerate student learning gains within the school year.

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

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

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

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

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

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

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

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

of English/Native language word-to-word dictionary.

PLAN FOR STUDENTS WITH DISABILITIES

General Overview

ASEC shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.

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

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

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

ASEC is strongly committed to serving the needs of all students enrolled in its program. Students with an IEP are welcomed and supported. The Charter School will work closely with the El Dorado County Charter SELPA in order to coordinate services locally. ASEC representatives will attend El Dorado County Charter SELPA organizational meetings on a monthly basis. These meetings are designed to assure compliance in the administration of the program, delivery of service, and fiscal management. Fully credentialed Education Specialists will be hired locally and as direct ASEC employees, will provide Specialized Academic Instruction ("SAI") to students who have been identified as requiring the service as part of their Free and Appropriate Public Education ("FAPE"). SAI is provided for each student by an Education Specialist either in-person or through distance learning methods, including virtual and telephonic. Special Education related services will be contracted locally. Related services include, and are not limited to, Speech and Language services, Occupational Therapy, Physical Therapy, Educationally Related Mental Health Services, Vision Therapy, and Social Work services. These services will be provided by CDE-certified Non-public Agencies ("NPA") and Non-public Schools, and shall also be delivered either in-person or through distance learning methods, including virtual and telephonic. Contracts with these providers will assure adherence to all federal, state, and local requirements for special education compliance during the term of the agreement. El Dorado County Charter SELPA training and professional development for special 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.

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

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

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

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

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

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

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

Section 504 of the Rehabilitation Act

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

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

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

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

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

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

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

Services for Students under the "IDEA"

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

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

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

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

Staffing

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

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

Notification and Coordination

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

Identification and Referral

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

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

Assessments

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

IEP Meetings

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

IEP Development

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

IEP Implementation

ASEC shall be responsible for all school implementation of the IEP. As part of this responsibility,

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

Interim and Initial Placements of New Charter School Students

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

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

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

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

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

Parent/Guardian Concerns and Complaints

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

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

Due Process Hearings

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

SELPA Representation

ASEC shall represent itself at all SELPA meetings.

Funding

ASEC will be subject to the allocation plan of the SELPA.

Element B: Measurable Pupil Outcomes

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

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

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

STUDENT OUTCOMES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Control and Accountability Plan

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

as required by Education Code Section 47604.33(a)(2). The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled Board meeting.

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

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

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

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

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

Applicable Student Groups: All

a) School staff will administer Measures of Academic Progress by NWEA to students in the fall and spring semesters to make data-informed decisions related to curriculum and instruction to close ELA and Mathematics achievement gaps.

b) School staff will administer the Smarter Balanced Interim Assessments to evaluate student mastery of grade level standards in ELA and Mathematics and create opportunities for instructional staff to analyze student data and develop systematic methods to improve student learning.

c) Teachers and instructional staff will leverage the California Educators Reporting System (CERS) to assess student academic progress comprehensively and design tailored interventions aimed at meeting the diverse needs of every student.

d) Instructional staff will integrate Illuminate formative and summative assessments into the core curriculum to assess student learning, analyze achievement, and adjust teaching methods to meet the needs of all students.

1.2 English Language Learner Assessment and Support Framework

Applicable Student Groups: English Learners

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

b) Instructional staff will administer the ELPAC assessment to track English proficiency

progress, informing strategic instructional planning, providing targeted support, interventions, and aiding in decisions regarding reclassification.

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

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

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

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

g) Instructional staff will deliver targeted Designated English Language Development (ELD) instruction via personalized online curriculum (Summit K12), blended ELD courses, tailored to each student's grade level, language proficiency, and English Learner typology, to enhance critical language skills essential for English-based content learning.

h) School staff will integrate English Learner program data platforms (e.g., Ellevation, Achieve3000, NWEA, Summit K12) to support comprehensive, data-informed instructional support.

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

1.3 Personalized Academic Instruction and Support for All Students

Applicable Student Groups: All Students

a) Human Resources staff will actively recruit and hire instructional support staff dedicated to engaging historically marginalized student groups and fostering their academic success. This includes prioritizing the hiring of additional RCAs, LAs, and CTRs to bolster support for the instructional program.

b) School staff will systematically gather student educational records, including transcripts, report cards, attendance history, behavior records, and Individualized Education Program (IEP) or 504 Plans where applicable, to inform the creation of individualized Pathways Personalized Education Plans (PPEPs).

c) Teachers will design, develop, implement, monitor, and adapt Pathways Personalized Education Plans (PPEPs) for each student, utilizing educational records, assessment data, academic performance, and post-secondary aspirations as guiding factors.

d) Instructional staff will effectively utilize the School Pathways Student Information System (SPSIS) to document student attendance, track Multi-Tiered System of Support (MTSS) efforts, monitor student progress, and record grades.

e) Instructional staff will leverage the Naviance Program to facilitate successful postsecondary planning and gather information on students' learning styles and preferences.

f) Counseling staff will provide students with multiple pathways to earn a high school diploma, or equivalent, to increase successful student outcomes and transition to post-high school pathways.

g) Teachers will provide live small group instruction that scaffold student skills to master course objectives and content standards and provide opportunities for interaction to increase student connectedness to school.

h) Academic tutoring sessions will be enriched with online video tutorials from both teachers and subject matter experts, offering real-world applications and problem-solving scenarios to enhance student comprehension and engagement.

i) Instructional staff will provide Spring Academies (test preparation) in April to equip students with the necessary skills and knowledge to excel in key Math and ELA claims and targets.

j) Learning Leads will provide guidance and assistance in implementing the school's Multi-Tiered System of Support (MTSS), ensuring timely intervention to address the academic, behavioral, and social-emotional needs of all students while monitoring intervention responses.

k) School staff will organize ongoing field trips focused on student interests in career and college pathways to enrich their understanding and exploration of potential future paths.

l) All identified students will have access to Gifted and Talented Education (GATE) programs led by specially trained teachers, aimed at nurturing students' talents and intellect within a stimulating academic environment to help them realize their full potential.

1.4 Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rate.

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

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

b) Additional instructional support staff, including Resource Center Associates (RCAs), Learning Associates (LAs) and Certificated Teacher Resources (CTRs) to provide targeted tutoring to increase academic progress and completion rates for required graduation coursework.

c) Partner with a community-based organization that can provide high-dosage tutoring opportunities throughout the school week focused on developing effective study habits and improving Math and ELA proficiency.

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

e) Counselors will provide additional support related to the academic, social-emotional and behavior needs of the lowest-achieving students.

f) Equity and Inclusion (E&I) Department staff to collaborate with school personnel to identify/respond to the educational needs of unique pupils, and coordinate services and resources to aid students and family members.

1.5 Academic Instruction and Support for Students with Disabilities

Applicable Student Groups: Students with Disabilities

a) Special Education (SPED) staff will conduct regular reviews of Individualized Education Programs (IEPs) to ensure alignment with students' current needs and goals.

b) SPED staff will collaborate with general education teachers and support staff to implement accommodations, modifications, and supplementary aids outlined in each student's IEP.

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

d) Education Specialists will deliver Specialized Academic Instruction (SAI) tailored to the unique learning needs of students with disabilities, including targeted instruction in academic areas of difficulty.

e) SPED staff will provide ongoing support and consultation to general education teachers in implementing accommodations and modifications in core curriculum areas.

f) Utilize principles of Universal Design for Learning (UDL) to customize learning activities and materials, ensuring accessibility for all students, including those with disabilities.

g) Monitor student progress regularly using data-driven assessments and adjust intervention strategies as needed to support individual student growth.

h) Utilize Ascend SMARTER Intervention, to provide evidence-based literacy instruction to Students with Disabilities.

1.6 Systematic Approach to Monitor Academic Engagement and Achievement for All Students

Applicable Student Groups: All Students

a) Data and Assessment Department staff will collect, analyze, and disseminate key performance measures aligned to student achievement and publish in Monthly Storybooks, including

Student Participation, Chronic Absenteeism Rates, Credit Completion, Potential Dropout Rate, AP Course Reports and Naviance Student Confidence Rate.

b) School staff will maximize the utilization of the School's Data Integration System, which encompasses Naviance, NWEA, Illuminate, and Achieve3000. Data from these systems will inform decision-making processes across various domains, including Curriculum, Instruction, Equity, and Professional Learning Systems.

c) Instructional staff will utilize a Graduation Rate SharePoint Technology instrument to facilitate efficient monitoring of individual students' progress towards graduation. The instrument will enable real-time tracking of graduation requirements and timely intervention for students at risk of not meeting graduation benchmarks.

d) Collaborate with school staff to utilize the instrument for making proactive, schoolwide projections regarding graduation rates, enabling strategic planning and resource allocation to support student success.

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

Applicable Student Groups: English Learners

a) Instructional staff will utilize Ellevation as a monitoring system for all English Learner, including Long-Term English Learners, newcomer, and Reclassified Fluent English Proficient (RFEP) students to ensure adequate academic progress and align instructional and supplemental supports as needed.

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

c) School leadership will develop a semesterly English Language Development progress report card aligned to the CA EL Roadmap to include designated ELD course completion, attendance, and progress towards reclassification.

d) Teachers will provide all English Learner families with the ELD progress report card and opportunities to meet and discuss academic goals and needs.

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

Expected Annual Measurable Outcomes:

- **Independent Study Program: Teacher Credentials –** Greater than 90%
- **Teachers Appropriately Assigned and Credentialed –** Establish baseline results and then exceed annually
- **DASS One-Year Graduation** Rate – Improve annually or exceed the 2023 Statewide or County DASS school average

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

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

Aligned to State Priorities 1 (Basic Services), 2 (Implementation of State Standards), 4 (State Achievement), 7 (Access to Broad Course of Study), and 8 (Outcomes in Broad Course of Study)

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

2.1 Standards Aligned Course of Study and Curriculum for All Students Applicable Student Groups: All Students

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

b) Curriculum and Professional Development Department staff will review, update, and monitor course of study alignment with UC a-g and NCAA requirements.

c) APAC will customize Edgenuity, online learning curriculum, to ensure academic rigor and alignment to the Smarter Balanced ELA and Mathematics Assessments Blueprint.

d) Instructional staff will inform and educate students, parents, and family members on the benefits of taking advanced coursework, including Accelerated, Honors and Advanced Placement (AP).

e) APAC will develop and refine curriculum and instructional materials that are multicultural and diverse.

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

Applicable Student Groups: English Learners and Low-Income Students

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

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

c) Instructional staff will utilize Achieve3000, a comprehensive literacy program, to provide differentiated instruction per individual student reading levels, so English Learners are able to build literacy, content area knowledge, and accelerate learning gains within the school year.

d) Instructional staff will utilize BrainPop and BrainPop ELL, a web-based comprehensive English language learning program, to provide ELL-specific supports, explicit instruction of grammar concepts, academic vocabulary, and access to content area knowledge.

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

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

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

Applicable Student Groups: All Students

a) Curriculum and Professional Development staff to ensure that the course offerings list meets the demands and requirements of college, university, career, and military pathways.

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

c) School staff will facilitate an annual Career Industry and College Week for students which includes informational presentations and workshops facilitated by field experts and representatives to educate students on post-secondary pathways.

d) Expand Early College Credit opportunities to all students, including Dual Enrollment and Articulation by partnering with colleges.

e) Counseling staff will inform all high school students, parents, and family members regarding benefits of early college credit opportunities and important registration deadlines.

f) Counseling staff will provide students, parents and family members with information and training related to Dual Enrollment at Open House Events, Senior Night Events, Family Learning Series, and workshops hosted by community colleges.

g) Counseling staff will inform and educate students on work-based learning opportunities, including Work Experience Education Program and Service Learning.

h) School staff will administer Advanced Placement (AP) exams to students who want to earn college credit and placement.

i) Instructional staff will support grade 12 students completing a Pathways Portfolio, a graduation course requirement that promotes digital literacy and preparation for post-high school pathways, including college, university, military, and workforce.

Expected Annual Measurable Outcomes:

- **Availability of standards aligned instructional materials to every student –** 100%
- **Provide all students with access to a broad course of study, including Social Studies, English, Mathematics, Lab Science, World Language, Visual & Performing Arts, College Preparatory Electives, General Electives, Health, Physical Education, Career Technical Education –** 100%
- **Design and implement programs and services to pupils with exceptional needs that promote successful transitions to college/career pathways and support the development of social-emotional skills –** 100%
- **Increase the annual number of students completing college credit courses –** Increase annually
- **Increase annual student participation in Advanced Placement (AP) Courses –** Increase annually
- **Maintain High-Quality and relevant established CTE Career Pathways-** At least 11 CTE Pathways
- **Core Courses will be aligned to CCSS** – 100%
- **Science Courses will be aligned to** NGSS – 100%
- **ELA and Social Science Courses will be aligned to ELD Standards** – 100%
- **Core Courses will be UC A-G approved** – 100%
- **CTE Courses will be aligned to CTE Model Curriculum Standards** – 100%
- **Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway** – Establish baseline results and exceed annually
- **Increase the annual percentage of All Students and Student Groups completing a-g**

requirements for entrance to the UC or CSU – Establish baseline results and exceed annually

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

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

Aligned to State Priorities 2 (Implementation of State Academic Standards) and 6 (School Climate)

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

3.1 Professional Learning Focused on Improving Academic Performance for All Students

<u>Applicable Student Groups: All Students</u>

a) Curriculum and Professional Development Department staff will design and develop a Professional Learning Calendar and Catalog based upon Strategic Initiatives, staff needs, and feedback collected from educational partners.

b) Altus University (AU) professional development trainings to increase teacher effectiveness in implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and English Language Development (ELD) Standards.

c) Learning Leads will utilize a Teaching Observation rubric to conduct informal and formal observations throughout the school year with teachers to ensure that key learnings from professional development are being implemented.

d) AU professional development training for staff focused on increasing skill and knowledge related to Career Technical Education (CTE).

e) AU professional development training to increase teacher online instructional delivery, including Leading Edge Certification (LEC), a national certification for educational technology.

f) Specialized training opportunities for Special Education staff related to IEP compliance, assessments and differentiated instruction – facilitated by the Special Education Coordinator, School Psychologists or SELPA.

g) AU professional development trainings focused on differentiation of curriculum and instruction for all students, including GATE certification.

h) AU professional development trainings and mentorships focused on staff leadership development, including Executive Studies and Fellows Projects which focus on innovating and improving programs or services related to Strategic Initiatives.

i) AU professional development trainings focused on supporting new teachers, including topics related to engaging unique pupils, data-informed decision making, MTSS implementation, technology systems, independent study compliance and vision/mission/values.

j) AU professional development training for staff focused on Equity & Inclusion and how to cultivate reflective and positive discussion with students.

k) Specialized professional learning for instructional staff including Writing Redesigned for Innovative Teaching Equity (WRITE) offered by San Diego County Office of Education (SDCOE) which is focused on improving underserved student groups' literacy skills and academic achievement.

l) Embed social-emotional learning activities in all AU professional development offerings to increase teacher knowledge and skills related to this area.

m) Specialized college/career readiness training for staff, including Advancement Via Individual Determination (AVID), designed to increase the percentage of low-income students to complete UC a-g requirements.

n) AU professional development trainings focused on supporting teachers who do not meet annual scorecard performance targets.

o) AU professional development trainings focused on supporting the whole child: Physical, mental, and social-emotional needs of students, including Youth Mental Health First Aid Training (YMHFA) and Suicide Prevention and Intervention.

p) Provide ALICE Training and collaboration opportunities to all school employees, focused on how to prevent, mitigate, respond to, and recover from a violent critical incident.

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

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

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

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

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

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

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

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

f) Trainings for school counselors focused on preparing Low-Income, Foster Youth, or first-generation students to enter college.

g) AU professional development training for staff focused on research-based strategies and tools to support Homeless and Foster Youth engagement in school with a focus on Trauma Informed Practices for Schools.

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

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

a) Provide a Math Literacy Summit in September focused on data analysis, evidence-based mathematical instruction strategies, and supporting special populations.

b) Partner with a mathematical expert or organization that can provide ongoing and sustained math professional learning centered on culturally responsive instructional practices.

c) Organize a Math Study Group that meets regularly to discuss effective academic intervention and instruction in an independent study setting.

d) Provide instructional staff with training, support, and dedicated time to utilize the California Educators Reporting System (CERS) to analyze individual student math achievement data. This analysis will inform instructional planning focused on underperforming student groups.

e) Math Specialist will provide professional learning and support to staff focused on implementation of Virtual Reality (VR) mathematics. This will help establish schoolwide instructional protocols of using VR within the core curriculum to enhance student engagement and achievement.

f) Math specialist will provide teachers, education specialists, and CTRs professional development focused on supporting English Learners with effective use of the curriculum and instructional strategies. This will help English Learners access grade level content and enhance academic vocabulary.

Expected Annual Measurable Outcomes:

- **Teachers will participate in at least 60 hours of annual professional development focused on implementation of the academic content and performance standards for**

all pupils, including English Learners – 90%

- **Teachers will participate in at least 10 hours of annual math professional development focused on implementation of the curriculum frameworks and content standards –** 90%

- **English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction –** At least six English Learner trainings offered throughout the school year

- **Instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment-** Greater than 90%

- **Staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations-** Greater than 90%

- **Students surveyed will report high levels of satisfaction with their overall educational experience -** Greater than 90%

- **Parents and family members surveyed will report high levels of satisfaction with their child's overall educational experience-** Greater than 90%

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

Aligned to State Priority 6 (SchoolClimate)

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

4.1 Safe and Supportive School Environment for All Students

Applicable Student Groups: All Students

a) Executive School Safety Committee will meet regularly to implement the School Safety Plan.

b) A designated Safety Ambassador at each Resource Center that participates in quarterly trainings, shares information with colleagues, implements safety protocols and facilitates discussions related to key learnings from ALICE Trainings: preparation for violent critical incidents in a school setting.

c) Operations and Facilities staff to ensure effective process for reviewing and updating equipment and tools: communication systems, emergency response kits and personal protective equipment.

d) Sustained implementation of ZenDesk to facilitate facility ticketing/monitoring systems.

e) Installation of Brivo card access controls at all resource centers and office.

f) Based upon California Healthy Kids Survey results, the school will enhance existing services and programs focused on meeting students' mental health and wellness needs.

g) Provide nursing services to support the overall health and social-emotional well-being.

h) Provide a Mental Health & Wellness Hub for educational partners to quickly access information, resources and partnerships related to bullying prevention/intervention, human trafficking of children, mental health supports, suicide prevention, teen dating violence and more.

i) Provide students and parents with opportunities for input into safety planning.

j) Provide annual professional learning to all staff, including Blood Borne Pathogens, Child Abuse Reporting, Sexual Harassment Prevention, AED, CPR, Fentanyl Awareness, and First Aid.

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

Applicable Student Groups: All

a) Equity and Inclusion staff will develop a mental health referral process that will provide students and families with mental health and wellness resources, as well as connect them to school-based and community-based mental health supports.

b) Healthy Youth Therapist to provide counseling services, facilitate student referrals and case management to meet the social-emotional, mental health and physical needs of each student.

c) Healthy Youth Department will provide a Wellness Week focused on themes such as student Connection and Self-Care.

d) Healthy Youth Department will provide Resilience in Student Education (RISE), a series of live interactive broadcasts focused on the Social and Emotional Core Competencies.

e) Character and Leadership Development Program to promote health, wellness, and academic achievement.

f) Implementation of AVID's social and emotional learning (SEL) to support students' needs, goal pursuit, and leverage of their college and career readiness.

g) Instructional staff will provide small group learning environments in the resource center and/or in distance learning that promotes positive communication, behavior, and accountability.

h) School staff will update school websites and postings to provide families with information related to available food resources, health, and wellness services.

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

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

Applicable Student Groups: Low-Income Students and Foster Youth

a) Incoming Foster Youth students are tagged by school enrollment staff in SIS to enable the Homeless and Foster Youth Liaison to ensure that their academic, physical, mental health, and social-emotional needs are met.

b) The Homeless and Foster Youth Liaison will provide ongoing case management services and collaborate with instructional staff as needed.

c) Healthy Youth Therapist to provide additional and targeted counseling services and case management to low-income students and foster youth.

d) Creation and integration of homeless and foster youth resources into the school's mental health and wellness hub.

Expected Annual Measurable Outcomes:

- **Suspension Rate** – Less than 1.5%
- **Expulsion Rate** – Less than 1%
- **Student Safety Satisfaction Rate** – Greater than 90%
- **Parent Safety Satisfaction Rate** – Greater than 90%
- **Compliant School Safety Plan** – Altus Schools East County will maintain a compliant rating on its School Safety Plan

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

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

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

5.1 Engagement Opportunities and Innovative Teaching Approaches for All Students

Applicable Student Groups: All Students

a) School staff will provide opportunities for students, parents, and family members to receive school information and resources at Open House and Senior Night Events.

b) School staff will provide a Family Learning Series, training and collaboration opportunities for parents and family members.

c) Instructional staff will provide individual training and support to parents and family members related to the following web-based school programs: SIS Student-Parent Portal, Edgenuity, Achieve3000, and Naviance.

d) School staff will maintain a School Alumni Community for graduates to stay connected, speak at school events, and participate in Senior Exhibition Presentations as panel members.

e) Technology and Operations staff will maintain innovative resource centers, enhanced with educational technology, that engages students in futuristic learning environments that inspire engagement and achievement.

f) School staff will maintain facilities, equipment, and instructional materials to meet the "best practices" standards for Next Generation Science Standards lab work.

g) Instructional staff will utilize ParentSquare to engage and communicate with students, parents, and family members regarding the educational program.

h) Communications Department staff will update the school's website features and content to provide accurate and timely information to parents and community members.

i) Embed a feedback form into the mental health and wellness hub to solicit input and requests for support from educational partners.

j) School staff will update the school's online Tech Tool Library that provides students with access to subject specific resources and digital tools for creativity, critical thinking, collaboration, and communication.

k) Utilize technology platforms, including DocuSign, Zoom, and Adobe to efficiently connect school staff with educational partners.

l) Schoolwide implementation of Virtual Reality, focused on CTE and Mathematics, to innovate teaching and learning methods.

m) Administer the California Healthy Kids Survey (CHKS) to evaluate students' perceptions of mental health, social-emotional health and overall school climate and connectedness.

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

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

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

a) Provide an annual Family Resource Night at the beginning of the school year to educate parents and family members on educational programs and services designed to increase access to our educational program for historically underserved student groups.

b) Coordinate transportation services to Foster Youth to increase access to the resource center for educational support and services.

c) Facilitate interactive English Learners Advisory Committee (ELAC) meetings to increase parent participation and input into the English Learner Plan, including an annual Needs Assessment.

d) Utilize ELD progress report cards to engage families of English Learners in needs assessment and goal development.

e) Provide translated materials and resources for parents and family members of English Learners. Designated translators and/or bilingual staff at resource centers with high enrollment of non-English speaking families.

Expected Annual Measurable Outcomes:

- **Facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning –** 100% of school facilities

- **Equity and inclusion staff will maintain or increase opportunities for parental and family member participation for low-income, English learners and foster youth students in trainings, advisory meetings and school events -** Maintain or expand opportunities for parental participation for low-income, English learners, and foster youth students

- **Special education staff will maintain or increase opportunities for parental and family member participation for students with exceptional needs in advisory meetings, school events and conferences -** Maintain or expand opportunities for parental and family member participation for students with exceptional needs

- **Maintain formal partnership with community-based organizations that support the academic, physical, and social-emotional needs of students, parents, and family members** – Establish baseline and increase partners as needed

- **Provide six Family Learning Series to all parents and family members** – At least six

- **Parents will report that Resource Centers provide innovative learning opportunities for students**– More than 90%

Element C: Methods of Assessment and Other Uses of Data

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

OVERVIEW

Altus Schools East County shall meet all statewide standards and conduct pupil state assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

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

ASSESSMENT OF STUDENT AND SCHOOL OUTCOMES

A comprehensive assessment program is imperative to measure student performance outcomes and maintain the vision of Altus Schools East County. No single assessment can provide all the information needed to make informed decisions about every student's learning. A collection of measures aligned to academic standards will provide meaningful insights about each student's achievement and the Charter School's effectiveness.

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

State-Mandated Tests

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

Local Assessments

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

- Lexile scores
- Portfolios
- Exhibitions
- Oral presentations
- Rubrics
- Student/parent/mentor observations
- Performance-based and skill demonstrations
- Surveys

Other Key Performance Measures

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

Optional Assessments

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

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

The evaluation and analysis of the assessments and measures above are embedded in each student's PPEP. Student performance and progress on state mandated assessments, including the SBA in ELA and Math, the CAST, Alternative Assessments (as applicable), and the Summative ELPAC are measured annually. Local assessments (MAP Growth and Smarter Balanced Interim Assessments) are used throughout the year to determine progress towards standards mastery. End-of-course exams, unit tests and learning checks on State Standards, portfolios, exhibitions, surveys and other measures are monitored daily, weekly and/or monthly through the student's PPEP in order to individualize and

target each student's learning needs based on strengths and deficiencies. As part of the PPEP, students complete surveys through Naviance that teachers can utilize to enhance engagement opportunities to keep students on track towards their post-high school plans. Optional assessment results through the PSAT, SAT, ACT and APs are also evaluated to demonstrate performance and proficiency towards a student's post-high school pathway.

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

USE AND REPORTING OF DATA

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

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

Information on the educational performance and progress of students is regularly provided to all educational partners. Data is shared with parents and other community partners in a variety of ways. Parents receive ongoing updates through the PPEP process from the resource center teacher in the form of phone calls, progress reports, letters, home visits, e-mails, intervention meetings, and Master Agreement signings. Formal assessment results are shared on the Charter School's website, at parent

trainings, during Open House, and at ELAC meetings. Results are also sent home to inform parents and students of their performance on assessments such as CAASPP, ELPAC and PFT. Parents and the community have access to the Charter School's California School Dashboard outcomes, the annual School Accountability Report Card ("SARC") posted on the ASEC website, the CDE's DataQuest system, and Board of Director meetings.

SARC and LCAP

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

Element D: Governance Structure

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

NON-PROFIT PUBLIC BENEFIT CORPORATION

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

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

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

BOARD OF DIRECTORS

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

All directors, except for the representative that may be appointed by the authorizer shall be designated by the existing Board of Directors. The Board of Directors shall consist of at least three directors and no more than nine, unless changed by amendment to the bylaws. Any representative of the chartering authority body of a charter school operated by the Corporation who is appointed to be a director shall be a voting member of the Board. For so long as the Corporation operates one (1) or more duly authorized California charter schools, the Board shall appoint a Parent Representative to the Board. The Parent Representative must have a primary caregiver relationship to a student enrolled in a charter school operated by the Corporation. Each director shall hold office for six (6) years and until a successor director has been designated and qualified. The Parent Representative shall hold office for no more than four (4) years.

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

Commencing July 1, 2023, and each year thereafter, upon receipt of a petition for student

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

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

Wayland Myers
Board Chairperson

Wayland Myers is the CEO of Myers Media Group, LLC ("MMG"). With over 30 years of traditional and digital marketing experience Wayland Myers commands a deep knowledge of the online landscape.

Wayland founded his third company, Myers Media Group, LLC in 2007. Over the last 17 years, MMG has become a unique multimillion-dollar marketing technology company that offers an advanced audience acquisition & growth platform called MarketPage™ to Fortune 5000 clients like Expedia, Advance Auto Parts, Wayfair, AirBnB and more. With his innovative approach to growth and unique view of the online landscape he has forged long lasting partnerships resulting in tens-of-millions of dollars of incremental revenue for his clients.

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

Chris Gordon
Board Member

Chris Gordon is a dynamic business owner and operator with a depth of experience in leadership roles across diverse industries. His journey began at the University of Richmond, where he majored in Leadership Studies and Spanish. Following graduation, Chris embarked on a transformative adventure, traveling through Central America to produce a documentary film that illuminated the beauty and challenges of life in a large trash dump community in Managua, Nicaragua.

Upon his return to the United States, Chris found his calling in the nonprofit sector at the Atlanta Mission, where he immersed himself in marketing and fundraising. It was during this time that his passion for small businesses ignited, witnessing firsthand the life-changing impact of economic empowerment on families.

Transitioning to San Diego, California, Chris delved into the world of SAAS-based technology companies, where he cultivated a versatile skill set across Customer Service, Channel Sales Management, Business Development, Product Management, and Enterprise Sales.

In 2014, Chris's digital acumen caught the attention of a business mentor, leading him to join a print and promotional products manufacturing business. Over the next 8 years, Chris played a pivotal role in the company's exponential growth, tripling sales, expanding product divisions, and pioneering a robust ecommerce solution. Their innovative solutions became the preferred choice for large real

estate brokerages across the country, furthering his expertise and interest in the intersection of digital innovation and physical products.

In 2022, fueled by a desire for entrepreneurial freedom, Chris founded RE3 Gifts, quickly establishing it as a trusted partner for custom product and campaign design, brand recognition, and culture building for leading brands in banking, technology, and home services.

Beyond his professional pursuits, Chris finds fulfillment in family, and the outdoors.

Committed to giving back to the community, Chris is honored to serve on the Board of Altus Schools Southern California. With a heart for making a positive impact, Chris continues to push boundaries and inspire change both in business and in his community.

Jim Herr
Board Member

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

Cristina Stevens
Board Member

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

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

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

Board Meetings and Duties

The Board of Directors shall meet regularly, at least one (1) meeting per quarter, and in accordance with the Brown Act and Education Code Section 47604.1(c)(4). The Board of Directors may designate that a meeting be held at any place within the jurisdiction of the Corporation (as defined by Education Code Section 47604.1(c)(4)) that has been designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act. The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including, but not limited to, the following:

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

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

- Contracting with outside sources for operations oversight and audit.

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

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

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

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

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

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict

with this charter or the purposes for which schools are established.

Conflict of Interest Code and Compliance with Laws

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

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

As the Altus Schools corporation operates multiple charter schools that are not located in the same county, the Charter School and the Board affirm compliance with all provisions of Education Code Section 47604.1(c)(4):

A. For a governing body of an entity that manages two or more charter schools that are not located in the same county, the governing body of the entity managing the charter schools shall meet within the physical boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by that entity reside.

B. A two-way teleconference location shall be established at each school site and each resource center.

C. The governing body of the entity managing the charter schools shall audio record, video record, or both, all the governing board meetings and post the recordings on each charter school's internet website.

Board Training

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

SCHOOL COORDINATOR

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

as needed.

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

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

- Develop the ASEC SARC and LCAP
- Manage student discipline and, as necessary, implement the suspension and expulsion process
- Participate in IEP meetings as necessary

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

PARENT INVOLVEMENT IN GOVERNANCE

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

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

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

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

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

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

Element E: Employee Qualifications

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

OVERVIEW

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

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

QUALIFICATIONS FOR ALL STAFF

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

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

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

tuberculosis risk assessment.

ADMINISTRATOR QUALIFICATIONS

The School Coordinator and any other administrator at the Charter School shall possess leadership abilities and a comprehensive educational vision that is consistent with the Charter School's mission and educational program. In addition, the School Coordinator shall possess skills in hiring and supervising excellent teachers, technological and data-analysis experience, and, if possible, business experience. The School Coordinator shall possess the experience and expertise appropriate for the position with the Charter School. The School Coordinator supervises and oversees the day-to-day instructional program as it relates to students, parents, and instructional staff. This oversight includes a systemic, focused approach on improving outcomes across all students and student groups as measured by academic and engagement indicators relating to local assessments, state mandated testing, graduation rates, student retention data, learning productivity outcomes, and credit rates.

Accordingly, the minimum qualifications for School Coordinator are:

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

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

TEACHER QUALIFICATIONS

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

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

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

Accordingly, the minimum qualifications for teachers are:

- Hold at least a bachelor's degree from an accredited institution of higher education.
- Hold the Commission on Teacher Credentialing certificate, permit or other document required for the teacher's certificated assignment. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate requiredfor the teacher's certificated assignment. (Education Code Sections 47605(l) and 47605.4(a)).
- Hold a California clear or preliminary single or multiple subject teaching credential
- Hold CLAD or BLCAD certification
- TB Clearance
- Obtain Criminal Justice Fingerprint/Background Clearance through the DOJ and FBI
- Demonstrate subject-matter competence in the core areas in which they teach.

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

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

The most important qualifications for our teachers are:

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

Additional qualifications are:

- Demonstrated communications skills.
- Demonstrated ability to work with diverse children, including those with special needs.
- Knowledge and experience with curriculum tools and instructional strategies
- Proficient with online educational platforms and virtual conferencing tools
- Self-starter who thrives on challenge and is able to multi-task
- Excellent organizational, time management, and record keeping skills
- Experience supporting student groups, including English Learners, Gifted students, Homeless/Foster youth, and Special Education students

Job Description and Required Credential for Special Education Teachers

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

Representative Duties:

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

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

Knowledge and Abilities:

- Resource Center management strategies
- Cognitive restructuring and pro-social skills development
- Various academic assessment tools in reading, language arts, and mathematics
- Strategies for student motivation
- Instructional strategies involving computerization
- Secondary curriculum
- Cooperative learning models
- IEP process
- Laws and regulations related to special education
- Work with students from all ethnic and cultural backgrounds
- Administer, score, and interpret academic assessment testing and develop applicable goals and objectives for student services
- Provide consultant services to regular resource center teachers and ancillary staff

- Evaluate effectiveness of strategies and techniques used and adjust instruction and delivery
- Work with teachers to develop and maintain teaming/communication
- Modify core curriculum and implement appropriate teaching strategies

Required Credential and Requirements:

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

Job Description and Required Credential For Independent Study Teachers

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

Representative Duties:

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

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

- Demonstrate evidence of team building, collaboration, creative problem solving, flexibility, conflict resolution, cultural sensitivity, and genuine care for each student.
- Other duties as assigned.

Knowledge And Abilities:

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

Required Credential:

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

OFFICE PERSONNEL QUALIFICATIONS

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

Accordingly, the minimum qualifications for Office Personnel are:

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

Additional qualifications are:

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

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

BUSINESS/FINANCIAL PROFESSIONAL

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

Element F: Health and Safety of Pupils and Staff

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

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A)-(K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12 inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) or paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F).

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

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

Procedures for Background Checks

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

Role of Staff as Mandated Child Abuse Reporters

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

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

Tuberculosis Risk Assessment and Examination

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

Immunizations

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

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

Medication in School

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

Vision, Hearing, and Scoliosis

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

Diabetes

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

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

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

Suicide Prevention Policy

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

Prevention of Human Trafficking

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

Menstrual Products

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

All Gender Restrooms

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

Nutritionally Adequate Free or Reduced Price Meal

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

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

Recess

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

California Healthy Youth Act

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

Mental Health Education

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

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(L):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200

- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
- procedures for conducting tactical responses to criminal incidents
- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

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

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the School Coordinator and, if there is merit to the concern, the School Coordinator shall direct the School Safety Plan to be modified accordingly.

Workplace Violence Prevention Plan

As of July 1, 2024, the Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Blood Borne Pathogens

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

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

Drug Free, Alcohol Free, Smoke Free Environment

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

Facility Safety

ASEC shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. ASEC agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. Charter School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

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

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

Bullying Prevention

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

Supporting LGBTQ Students

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a

student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Transportation Services

Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Element G: Means to Achieve Student Population Balance

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

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

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

- An enrollment process that is scheduled to include a timeline that allows for a broad-based recruiting and application process.

- The development of promotional and informational material that appeals to all of the various racial and ethnic, special education, and EL student groups represented in the District. The goals are to build brand awareness, direct target population to the school's website and create leads for enrollments. Platforms to utilize are Display Ad placements, Google Ad search, and Social Media.

- The development of appropriate promotional and informational materials in languages other than English to appeal to limited English proficient populations. The development of promotional and information materials that appeals to all the various and ethnic groups in *Element A: Educational Program under Target Student Population,* **Figure 19.** The goal is to build brand awareness, direct target to the school's website and create leads for enrollment. Marketing platforms will target parents with children between ages of 12-17 years old with a household annual income of under $40,000, and Spanish speaking parents with children between the ages of 12-17 years old and with a household annual income of under $40,000. The language delivery of 60% of the marketing platforms will be in Spanish. Some of the platforms are Display Ad Placements, Google Ad Search, and Social Media.

- Outreach meetings in several areas of the District for prospective students and parents. Based on local demographics, Altus Schools East County has identified media strategies similar to what was identified in the promotional and informational strategies above. These tools will be utilized to reach Community and Business Organizations to support the outreach.

- Collaborate with community organizations to network with families in need of the school's

educational model. Additionally, providing open houses and tours for the community.

- The school implements hyper-local advertising strategies with local print, outdoor, and digital messages.

- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, special education and EL student and other interest groups represented in the District.

- Charter School shall monitor and report the diversity of the school's student population on an annual basis.

- Charter School shall monitor and report the diversity of the school's student population on an annual basis.

Element H: Admission Policies and Procedures

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

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

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

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

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

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

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

The ASEC admission process is comprised of the following:

- Completion of a student application form, comprised of basic contact information and grade level

- After admission, ASEC shall have the following requirements that must be met by each student and their family before beginning school at the Charter School
- Attend an orientation to receive an enrollment packet
- Complete enrollment forms including emergency information cards[1]
- Complete Home Language Survey
- Provide records documenting immunizations required by charter schools including tuberculosis risk assessment
- Signed Parent/Teacher/Student Master Agreement
- Provide school records and test results
- Voluntarily choose to enroll in the school

Public Random Drawing

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

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of students admitted to or attending ASEC
2. Residents of the Grossmont Union High School District
3. All other students

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

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the School Coordinator). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single

[1] *The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment.*

location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

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

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

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

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

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

Element I: Financial Audits

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

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

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

An audit committee made up of members of the Board of Directors shall select an independent auditor each fiscal year and, along with the Chief Business Officer, shall be responsible for contracting and overseeing completion of an annual audit of the school's financial affairs. The auditor shall have, at a minimum, a CPA license and educational institution audit experience and be approved by the State Controller on its published list as an educational audit provider.

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

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

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

Element J: Pupil Suspension and Expulsion Procedures

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

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605(c)(5)(J).

Policy

This Student Suspension and Expulsion Policy and Procedures has been established by the Board of Directors of Altus Schools Southern California in order to promote learning and protect the safety and well-being of all students at the following schools: Audeo Charter School II, Altus Schools North County, Audeo Valley Charter School, Altus Schools East County, Mirus Secondary School and Altus Schools South Bay, (hereinafter collectively referred to as "Charter School").

In adopting this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which

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

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

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

The Charter School administration shall ensure that students and their parents/guardians[2] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available on request at the School Coordinator's office. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the

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

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

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but it not limited to electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes,

smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this Policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this Policy, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but it not limited to electronic files and databases. For purposes of this Policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for his or her immediate family's safety, or for the protection of school property, which includes but it not limited to electronic files and databases, or the personal property of the person threatened or their immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this Policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 7 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This section shall apply to students in any of grades 7 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 7 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
iii. Causing a reasonable student to experience substantial interference with their academic performance.
iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.
ii. A post on a social network Internet Web site including, but not limited

to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this Policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
(b) For purposes of this Policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a. Caused, attempted to cause, or threatened to cause physical injury to another person.

b. Willfully used force or violence upon the person of another, except self-defense.

c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.

d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e. Committed or attempted to commit robbery or extortion.

f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases

g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases

h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the

use of a student's own prescription products by a student.

i. Committed an obscene act or engaged in habitual profanity or vulgarity.

j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases

l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o. Engaged in, or attempted to engage in, hazing. For the purposes of this Policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases For purposes of this Policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases or the personal property of the person threatened or their immediate family.

q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this Policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 7 to 12, inclusive.

r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 7 to 12, inclusive.

s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 7 to 12, inclusive.

t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
iii. Causing a reasonable student to experience substantial interference with their academic performance.
iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.
ii. A post on a social network Internet Web site including, but not limited to:
(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has

reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this Policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.
b. Brandished a knife at another person.
c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

a. Conference

Suspension shall be preceded, if possible, by a conference conducted by the School Coordinator or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Coordinator or designee.

The conference may be omitted if the School Coordinator or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

b. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

c. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the School Coordinator or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the School Coordinator or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

d. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial ASSC Board of Directors following a hearing before it, or by the neutral and impartial ASSC Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the ASSC Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Coordinator or designee determines that the student has committed an expellable offense, and recommends the student for expulsion. In the event an Administrative Panel hears the case, it will make a recommendation to the ASSC Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School 's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of

the applicable disciplinary rules and advised of their right to (a) receive five calendar days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing

that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board is final. If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student

may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The School Coordinator or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: a) Notice of the specific offense committed by the student; and b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Charter School.

The School Coordinator or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: a) The student's name; and b) The specific expellable offense committed by the student.

K. Disciplinary Records

Charter School shall maintain records of all student suspensions and expulsions at Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the ASSC Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the School Coordinator

or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The School Coordinator or designee shall make a recommendation to the Board following the meeting regarding their determination. The Board shall then make a final decision regarding readmission or admission of student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon Charter School 's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Removal Due to Noncompliance with Independent Study Requirements

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after two (2) missed assignments, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for noncompliance with independent study requirements shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim 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 Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If Charter School , the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C Section 1415(k), until the expiration of the forty-five (45) daytime period provided for in an interim alternative

educational setting, unless the Parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5.Special Circumstances
Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The School Coordinator or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting
The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services
A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School 's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put. If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element K: Employee Retirement Systems

Governing Law: *The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(K).*

Eligible certificated employees of Altus Schools East County shall be members of the California State Teachers' Retirement System ("CalSTRS") and classified employees may be members of the California Public Employees' Retirement System ("CalPERS") and shall also contribute to federal social security. ASEC shall inform all applicants for positions within ASEC of the retirement system options for employees of ASEC. The Chief Business Officer shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

ASEC shall make all required employee contributions to the respective retirement systems on behalf of its employee members.

Element L: Public School Attendance Alternatives

***Governing Law**: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(L).*

No student may be required to attend Altus Schools East County. Students who reside within the District who choose not to attend ASEC may attend school within the District according to District policy or at another school district or school within the District through the District's intra-and inter-district policies. Parents and guardians of each student enrolled in the Charter School shall be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in ASEC, except to the extent that such a right is extended by the local education agency.

Element M: Employee Return Rights

Governing Law: *The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(M).*

No public school district employee shall be required to work at Altus Schools East County. Employees of the District who choose to leave the employment of the District to work at ASEC will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. The Charter School employees shall have any right upon leaving the District to work in ASEC that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in ASEC that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by Altus Schools Southern California nonprofit corporation provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element N: Dispute Resolution Procedures

***Governing Law**: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to the provisions of the charter. Education Code Section 47605(c)(5)(N).*

DISPUTES BETWEEN ALTUS SCHOOLS EAST COUNTY AND THE AUTHORIZER

The staff and Board of Directors of Altus Schools East County and the Authorizer agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. The intent of this dispute resolution process is to (1) resolve disputes within ASEC pursuant to the school's policies, (2) minimize the oversight burden on the Authorizer, and (3) ensure a fair and timely resolution to disputes.

The Charter School and the Authorizer are encouraged to attempt to resolve any disputes with the Authorizer amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the Authorizer regarding the terms of this charter or any other issue regarding ASEC and the Authorizer's relationship, ASEC staff, employees and Board members and the Authorizer agree to first frame the issue in written format ("dispute statement") and to refer the issue to the Authorizer Superintendent or designee and the ASEC School Coordinator, or their respective designees. In the event that the Authorizer Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the Authorizer to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the Authorizer's ability to proceed with revocation in accordance with Education Code Section 47607.

The ASEC School Coordinator or designee and Authorizer Superintendent or designee shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Authorizer Superintendent or Designee and the School Coordinator or designee and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Authorizer Superintendent or designee and School Coordinator or designee shall meet to jointly identify a neutral third-party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Authorizer Superintendent or designee and the School Coordinator or designee. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the Authorizer and Charter School If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the Authorizer and ASEC.

INTERNAL DISPUTES

Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Board members of the Charter School, shall be resolved pursuant to policies and processes developed by ASEC. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers and staff at ASEC will be provided access to the Charter School's policies and dispute resolution process.

The Authorizer shall refer any complaints or reports regarding such disputes to the Board of Directors or school designee for resolution in keeping with the school's policies. The Authorizer shall only intervene if it finds reasonable cause to believe that a violation of this charter, or laws, or agreements relating to ASEC has occurred, or if the Board of Directors has requested the Authorizer to intervene in the dispute, or if otherwise required by law.

Element O: School Closure Procedures

***Governing Law**: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(c)(5)(O).*

Closure of Altus Schools East County will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly (within 72 hours of the Closure Action) notify parents and students of ASEC, the Authorizer, the San Diego County Office of Education, ASEC's SELPA, the retirement systems in which the Charter School's employees participate (e.g., State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of ASEC of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close ASEC.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the Authorizer with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232(g). ASEC will ask the Authorizer to store original records of ASEC students. All student records of ASEC shall then be transferred to the Authorizer upon school closure. If the Authorizer will not or cannot store the records, ASEC shall work with the San Diego County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by ASEC and will be provided to the Authorizer promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any

restricted funds received by or due to ASEC.

ASEC will complete and file any annual reports required pursuant to Education Code section 47604.33.

Notwithstanding any rule, regulation, Charter provision, corporate Bylaw or document to the contrary, on closure of the Charter School, all assets of the Charter School – including but not limited to all leaseholds, personal property, intellectual property , and all ADA apportionments and other revenues generated by students attending the Charter School – which have been determined to have been generated exclusively through state and federal apportionment funds for Charter School students, after payment of all debts and liabilities and refunds to applicable agencies, shall be distributed to a California public school or school district that satisfies the requirements of paragraphs (a) through (e) of section III.A. of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in §141(d) Plans" or any financial regulations implementing 26 U.S.C. §414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the Authorizer or Authorizer property will be promptly returned upon school closure to the Authorizer. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, Altus Schools Southern California ("Altus Schools") corporation shall remain solely responsible for all liabilities arising from the operation of ASEC.

As ASEC is operated by Altus Schools Southern California, a non-profit public benefit corporation, should the corporation dissolve with the closure of ASEC, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

ASEC will utilize all net asset balances to undertake any expenses associated with the closure procedures identified above.

***Governing Law**: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(h).*

BUDGET AND FINANCIAL REPORTING

Attached, please find ASEC's financial statements, including budgets **(Appendix B),** budget assumptions **(Appendix B)** and cash flow **(Appendix C)** for four years of operation. These documents are based upon the best data available to ASEC at this time, including the most recent financial projections under the Local Control Funding Formula.

ASEC shall provide reports to the Authorizer and San Diego County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the Authorizer:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of ASEC's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and the San Diego County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all receipts and expenditures for the preceding fiscal year.

ASEC shall provide reporting to the Authorizer as required by law and as requested by the Authorizer including but not limited to the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the SARC, and the LCAP.

ASEC agrees to and submits to the right of the Authorizer to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607. Pursuant to Education Code Section 47604.3, ASEC shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the Authorizer.

ASEC shall maintain a number of internal financial controls and bookkeeping practices and policies**.** Internal controls shall be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards. ASEC shall maintain its own accounting system. It shall establish and maintain its own funds to account for resources segregated according to the purpose for which they are used. ASEC shall ensure a high level of fiscal accountability. ASEC shall adopt an annual budget prior to July 1 of each year. ASEC shall prepare appropriate interim financial statements and reports of financial position, operating results, and other pertinent information to facilitate management control of financial operations, legislative oversight, and for external reporting

purposes.

INSURANCE AND INDEMNIFICATION

ASEC shall seek participation with the San Diego and Imperial County Schools Risk Management JPA Consortium. ASEC shall maintain and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance as described below, which may be revised upon request of the Authorizer:

- Real and personal property providing direct physical loss or damage to real and personal property with a $5,000 deductible, a $100,000 Self Insured Retention and an excess policy limit of $500,000,000 per occurrence. Coverage is provided by Allied World and multiple excess coverage providers.

- Auto, general liability and wrongful acts, including errors and omissions, with a $3,000 deductible, a $1,000,000 Self Insured Retention. An excess coverage of $4,000,000 is underwritten by Safety National Insurance.

- Additional coverage in excess of $5,000,000 from Schools Excess Liability Fund (SELF) for comprehensive general, employment practices and auto liability with limits of $50,000,000 per occurrence.

- Employment practices liability coverage with a $3,000 deductible and $1,000,000 Self Insured Retention. An excess coverage of $4,000,000 is provided by Safety National Insurance.

- Self-Insured Workers' Compensation coverage with a $100,000 Self Insured Retention. Excess workers' compensation coverage of $900,000 is provided by ACE American Insurance/Chubb. Excess workers' compensation at $1,000,000 statutory limits is underwritten by Safety National Insurance Company.

The Authorizer shall be named as an additional insured on all policies of ASEC. Evidence of the above insurance coverage shall be provided to the Authorizer any time upon request.

Pursuant to Education Code Section 47604, the Authorizer shall not be liable for the debts or obligations of ASEC. ASEC shall hold harmless, defend, and indemnify the Authorizer, their officers and employees, from every liability, claim, or demand that may be made by reason of: (1) any injury to volunteer; and (2) any injury to person or property sustained by any person, firm, or corporation caused by any act, neglect, default, or omission of the Charter School, its officers, employees, or agents. In cases of such liabilities, claims, or demands, the Charter School at its own expense and risk will defend all legal proceedings that may be brought against it and/or the Authorizer, their officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of the parties.

ADMINISTRATIVE SERVICES

Governing Law: *The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).*

ASEC provides its own administrative services including, but not limited to, human resources, business and fiscal services, curriculum development, professional development, property management and operational administration, either through its own staff or through an appropriate qualified third-party contractor.

FACILITIES

***Governing Law**: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).*

As ASEC is a nonclassroom-based/independent study charter school, it is understood that ASEC shall serve students who reside in San Diego County and adjacent counties pursuant to Education Code Sections 47605.1(c) and 51747.3. As such, ASEC shall utilize resource centers within the meaning of Education Code Section 47605.1(c).

Following is a list of ASEC's resource center locations:

- El Cajon Resource Center
  111 Fletcher Parkway
  El Cajon, CA 92020
- Paradise Valley Resource Center
  123 Worthington St. Suite 104
  Spring Valley, CA 91977
- La Mesa Resource Center
  5975 Severin Drive
  La Mesa, CA 91942

ASEC affirms that its resource centers shall be (1) used exclusively for the educational support of students who are enrolled in ASEC's nonclassroom-based independent study program, and (2) ASEC shall provide its primary educational services in, and a majority of the pupils it shall serve are residents of, San Diego County.

The following location is designated for ASEC administrative offices:

- Sorrento Mesa Administrative Office (Principal Office of the Corporation)
  10170 Huennekens Street
  San Diego, CA 92121

ASEC will use the following locations only for administrative purposes and staff professional development:

- Old Town Office
  2243 San Diego Avenue, Suite
  115 San Diego, CA 92110

- Bonita Training Center
  3252 Bonita Road
  Chula Vista, CA 91910

ASEC will not operate satellite schools, campuses, sites, resource centers, or meeting spaces not identified in the charter without the prior written approval of the Authorizer.

TRANSPORTATION

ASEC shall not provide transportation to and from school, except as required by law.

ATTENDANCE ACCOUNTING

ASEC shall implement an attendance recording and accounting system to ensure contemporaneous record keeping, which complies with state law.

OVERSIGHT

Pursuant to Education Code Section 47604.32, the Authorizer is required to provide oversight including the following:

(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 ASEC not to exceed one (1) percent of the revenue of ASEC. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: *Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).*

ASEC shall be operated by Altus Schools Southern California, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. ASEC shall work diligently to assist the Authorizer in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other Authorizer-requested protocol to ensure the Authorizer shall not be liable for the operation of ASEC.

Further, ASEC and the Authorizer may enter into a memorandum of understanding, wherein ASEC shall indemnify the Authorizer for the actions of ASEC under this charter.

The corporate bylaws of ASEC shall provide for indemnification of the Board, officers, agents, and employees, and Altus Schools shall maintain general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by ASEC's insurance company for schools of similar size, location, and student population. The Authorizer shall be named an additional insured on the general liability insurance of ASEC.

The Altus Schools School Board of Directors shall implement appropriate health, safety and risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Conclusion

By approving this charter for the establishment of ASEC, the Authorizer will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. ASEC is eager to work independently, yet cooperatively with the Authorizer to establish the highest bar for what a charter school can and should be. To this end, ASEC pledges to work cooperatively with the Authorizer to answer any concerns concerning this charter and to present the Authorizer with the strongest possible proposal requesting a five-year charter term from July 1, 2025 through June 30, 2030 in accordance with Education Code Section 47605 and its implementing regulations.