Siskiyou County Board of Education
Wednesday, November 19, 2025 – 2 p.m.

Siskiyou County Office of Education
609 S. Gold Street, Yreka CA 96097

AGENDA

Follow the instructions below to view the meeting via zoom. Please note that it is for broadcast purposes only. The County Board will not be accepting remote comments.

To watch this meeting, click on the link below:
https://us02web.zoom.us/j/85615627266?pwd=YjNTdUcwVGkxRTlsdmZXWVk2Zi9TZz09

Meeting ID: 856 1562 7266
Password: 686644
To join by telephone: 1-669-444-9171

In compliance with the Americans with Disabilities Act, the Siskiyou County Board of Education will make available to the public who has a disability, any needed modification or accommodation in order for that person to participate in the public meeting. Contact the Siskiyou County Office of Education at 530-842-8400 at least one (1) week prior to the scheduled meeting.

Public Comments: Persons who wish to address the Board for items listed on the agenda must complete the Speaker Card provided and hand it to the Board of Trustees' secretary, preferably prior to when the items are called on the agenda.

Meeting Schedule

- Call to Order
- Salute to the Flag
- Public Comment
- Announcements
- Agenda Items
- Adjournment

Hearing of persons desiring to address the Board or present petitions. Presentations not on the agenda will be limited to three minutes. The Board is prohibited by law from taking action on any item presented if it is not listed on the agenda.

RETURN TO PAGE ONE

Item 01
Subject: Approval of Minutes
Approval of October 15, 2025, meeting minutes.

Type of Action: Action

Item 02
Subject: Charter Renewal Petition for Golden Eagle Charter School
Request for approval of the Charter Renewal Petition for Golden Eagle Charter School for the term July 1, 2026 to June 30, 2031.

Type of Action: Action

Item 03
Subject: Updated Siskiyou COE and Golden Eagle Charter School MOU: Term 2018-2026
Request for approval of the updated Siskiyou COE and Golden Eagle Charter School MOU: Term 2018-2026.

Type of Action: Action

Item 04
Subject: Siskiyou COE and Golden Eagle Charter School MOU: Term 2026-2031
Request for approval of the updated Siskiyou COE and Golden Eagle Charter School MOU: Term 2026-2031.

Type of Action: Action

Item 05
Subject: Annual County Williams Act Report
Mr. Kristian Stremberg, Director of Continuous Improvement, will present the Annual County Williams Act Report.

Type of Action: Information

Item 06
Subject: Sunshine Bargaining Unit Proposal between Siskiyou COE and California School Employees Association (CSEA), Chapter 611
Introduction of the initial proposal by the California School Employees Association (CSEA), Chapter 611, for negotiations for the 2026-2027 school year. Introduction of the initial proposal by the Siskiyou County Office of Education for the 2026-2027 school year.

Type of Action: Information

RETURN TO PAGE ONE

Item 07
Subject: Second Reading of SCOE Board Policy Updates
Second Reading of SCOE Board Policy Updates.

Type of Action: Discussion/Action

Item 08
Subject: Superintendent's Report

Type of Action: Information, Discussion

Item 09
Subject: Board Comments

Type of Action: Information, Discussion

Item 10
Subject: Items for Next Agenda

Type of Action: Discussion

ADJOURNMENT OF MEETING

This agenda and meeting materials are posted on the Siskiyou County Board of Education webpage. For more information concerning this agenda, please contact the Siskiyou County Office of Education at 530-842-8400.

Members of the public wishing to send written comments about an agenda item to the board are encouraged to send an email to siskiyoucbe@siskiyoucoe.net with the item number clearly marked in the subject line no later than noon on Tuesday, November 18, 2025. The following information should be included in the body of the email:

- Commenter's first and last name
- Organization affiliation, if applicable
- Agenda item number or general public comment

Questions: Siskiyou County Office of Education | siskiyoucbe@siskiyoucoe.net | 530-842-8400

Posted: Friday, November 14, 2025

Siskiyou County Board of Education Meeting
Regular Meeting, Wednesday, October 15, 2025, 2 p.m.
Siskiyou County Office of Education
609 S. Gold Street, Yreka CA 96097

Meeting Minutes

Members Present
John Bennett, President
Michelle O'Gorman, Vice President
Michelle Harris
Stace Jankowski
Michael Sims

Call to Order
President Bennett called the meeting to order at approximately 2:00 p.m.

Public Comment
There was no public comment.

AGENDA ITEMS

Item 01
Public Hearing
Pursuant to Education Code Section 47605.6(b), a public hearing was held regarding the Charter Renewal Petition for Golden Eagle Charter School for the term July 1, 2026 to June 30, 2031. Mr. Bennett opened the public hearing at 2:01 pm. Mrs. Shelly Blakely gave a brief presentation on Golden Eagle Charter School.

Public Comment
Current Golden Eagle Charter School students were in attendance and provided a brief presentation on the following:

- A student who has attended Golden Eagle Charter School for 10 years and is now a senior shared that the school accommodated his needs and feels he would have had difficulty in a public school.
- A second student wanted to thank the County Board of Education Trustees for the opportunity to speak. He shared how much he prefers the diverse options, teachers and staff.
- It's easy to be yourself, there are choices and accommodations for everyone's needs, and there is no bullying.
- Another student relayed he has thrived since enrolling in 1st grade and asked for the school to be able to continue as is.
- Attending Golden Eagle Charter School feels like you are with family.

Melanie Finland, a parent, shared that her daughter enrolled in Golden Eagle Charter School after struggling in a public high school. She began to thrive, graduated on time and obtained

her Bachelor's Degree within four years. Her daughter is now serving in the Peace Corps in eastern Europe.

A Golden Eagle Charter School board member who previously worked in the school's business office shared that during her involvement with the school since 2006, she has observed how wonderful the school is, how much the teachers are invested in the school and the students, and that it has become a special place for a lot of students.

The public hearing was closed at 2:28 pm.

Item 02
Approval of Minutes
Mr. Sims moved to approve the minutes of the September 17, 2025, meeting. Mrs. Harris seconded. Motion carried unanimously.

Item 03
Quarterly Report on Williams Uniform Complaints
The Quarterly Report on Williams Uniform Complaints for October, 2025 was submitted as an information item.

Item 04
2023-24 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE)
The 2023-24 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) was submitted as an information item.

Item 05
2026-2027 California State Preschool Program Continued Funding Application
Mr. Jankowski moved to approve the California State Preschool Program Continued Funding Application. Mrs. O'Gorman seconded. Motion carried unanimously.

Item 06
First review of SCOE Board Policy Updates
The board discussed the first review of SCOE Board Policy Updates: Board Bylaw 9320: Meetings and Notices, 9323.2: Actions by the Board, Exhibit 9323.2-E(1): Actions By the Board, Board Policy 0420.41: Charter School Oversight, Exhibit 0420.41-E(1): Oversight Of County Charter Schools, County Board Policy 5113: Absences And Excuses, County Office Regulation 5113: Absences And Excuses, Board Bylaw 9220: Governing Board Elections, Exhibit 9220-E(1): Governing Board Elections, Board Bylaw 9223: Filling Vacancies, County Board Policy 0410: Nondiscrimination In County Office Programs And Activities, County Board Policy 1312.3: Uniform Complaint Procedures, Exhibit 1312.3-E(1): Uniform Complaint Procedures, County Board Policy 5145.3: Nondiscrimination/Harassment, County Office Regulation 5145.3: Nondiscrimination/Harassment, County Board Policy 5145.7: Sex Discrimination and Sex-Based Harassment, Exhibit 5145.7-E(1): Sex Discrimination and Sex-Based Harassment, Exhibit 5145.71-E(1): Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures, Exhibit 5145.71-E(2): Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures

Item 07
Superintendent's Report

- Mr. Carver shared information on current student enrollment numbers in Siskiyou County.
- Mr. Carver provided an answer to President Bennett's question asked during the September County Board meeting regarding instruction materials adoption.
- Mr. Carver provided an update on Weed Union Elementary's budget.
- Mr. Carver provided an update on school district administration for Big Springs Elementary School District.
- Mr. Carver provided an update on the complaint that was submitted to the County Board of Education during the August meeting. The complainant chose not to be interviewed by the attorneys investigating the complaint.
- Mr. Carver shared the positive news that all Siskiyou County Office of Education teacher positions have been filled.

Item 08
Subject: Board Comments

- Mrs. Harris shared that November 12 is Read Across Siskiyou Day. Please contact Mrs. Harris if you would like to be a guest reader.
- President Bennett shared that it was refreshing to hear from students who attend Golden Eagle Charter School.

Item 09
Items for Next Agenda
There were no suggested items for the next agenda.

Adjournment
The meeting was adjourned at approximately 3:33 p.m. The next county board meeting will be held on November 19, 2025, at 2 p.m.



Allan S. Carver, County Superintendent

CERTIFICATION OF COMPLETE CHARTER PETITION:

Education Code Section 47605.6(b)

A charter petition is deemed received by the county board of education on the day the petitioner submits a petition to the county office of education, along with a signed certification that the petitioner deems the petition to be complete. The following certification is submitted in compliance with Education Code Section 47605.6(b).

No later than 60 days after receiving a petition, the county board of education shall hold a public hearing on the provisions of the charter. Following review of the petition and the public hearing, the county board of education shall either grant or deny the charter within 90 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension.

Event	Timeline Requirement	Planned Date	Deadline Based on 8/21 Submission
Petition Submission	N/A	August 21, 2025	—
Public Hearing	Within 60 days of submission	October 15, 2025	**Deadline:** October 20, 2025
Board Vote (Grant or Deny)	Within 90 days of submission	November 19, 2025	**Deadline:** November 19, 2025

Certification

By signing below, I certify as follows:

1. That I am the authorized representative of Golden Eagle Charter School, and that I am competent and qualified to certify to the facts herein;

2. That, as the authorized representative, I have personal knowledge of the facts forming the basis of this certification;

3. That I make this certification for purposes of Education Code Section 47605.6(b) only; and

4. That I deem the charter petition to be complete.

Name: Shelly Blakely, Lead Petitioner

Charter School: Golden Eagle Charter School

Signature: 

Date: August 21, 2025



Golden Eagle Charter School

A CALIFORNIA PUBLIC CHARTER SCHOOL

Charter Renewal Petition
For the term July 1, 2026 to June 30, 2031

Submitted to the Siskiyou County Board of Education
August 18, 2025

TABLE OF CONTENTS

AFFIRMATIONS AND DECLARATION 1

COUNTYWIDE BENEFIT JUSTIFICATION 4

INTRODUCTION 5

CHARTER RENEWAL STANDARDS AND SUPPORTING DATA 10

ELEMENT 1: EDUCATIONAL PROGRAM 21

- **The Vision and Mission of Golden Eagle Charter School 21**
- **Educational Philosophy 22**
- **How Learning Best Occurs 22**
- **Flex-based Learning Educational Program 23**
- **Targeted Student Populations 24**
- **Educational Goals and Outcomes 25**
- **An Educated Person in the 21st Century 25**
- **High School Assurances 26**
- **Plan for English Learners 30**
- **Students With Disabilities 32**
- **Attendance Accounting 37**
- **Goals and Actions Aligned with the Eight State Priorities 38**

ELEMENT 2: MEASURABLE STUDENT OUTCOMES 39

- **Student Outcomes 39**
- **Golden Eagle Charter School Schoolwide Learner Outcomes 40**
- **Assessment and Progress Monitoring 41**
- **High School Graduation Requirements 42**

ELEMENT 3: METHODS OF MEASURING STUDENT OUTCOMES 43

- **Assessment 43**
- **Collection and Analysis of Data 44**
- **Communicating Data to Stakeholders 44**

ELEMENT 4: LOCATION OF CHARTER SCHOOL FACILITIES 46

ELEMENT 5: GOVERNANCE STRUCTURE 47

- **Governance Council 47**
- **Amendments to the Charter 49**

Executive Council 49
Leadership Team 49
Executive Director 50
Parent/Guardian Involvement 52
ELEMENT 6: EMPLOYEE QUALIFICATIONS 53
ELEMENT 7: HEALTH AND SAFETY POLICIES AND PROCEDURES 57
ELEMENT 8: MEANS TO ACHIEVE STUDENT POPULATION BALANCE 64
ELEMENT 9: INDEPENDENT FINANCIAL AUDIT 65
ELEMENT 10: STUDENT DICIPLINE, SUSPENSION, AND EXPULSION PROCEDURES 66
ELEMENT 11: RETIREMENT SYSTEMS 69
ELEMENT 12: DISPUTE RESOLUTION PROCEDURES 70
ELEMENT 13: ADMISSION POLICIES AND PROCEDURES 72
ELEMENT 15: EMPLOYEE RETURN RIGHTS 76
ELEMENT 16: SCHOOL CLOSDURE PROCEDURES 77
MISCELLANEOUS CHARTER PROVISIONS 79
LIST OF APPENDICES 83
Appendix #1: GECS Articles of Incorporation & Corporate Bylaws 84
Appendix #2: Conflict of Interest Code 101
Appendix #3 GECS Organizational Chart 112
Appendix #4: Local Control and Accountability Plan 113
Appendix #5: GECS School Safety Plan 182
Appendix #6: GECS Suspension & Expulsion Policy 225
Appendix #7: GECS Budget 243

AFFIRMATIONS AND DECLARATION

I, Shelly Blakely, hereby certify that the information submitted in this petition for the renewal of a California public charter school named Golden Eagle Charter School ("GECS" or the "Charter School"), authorized by Siskiyou County Board of Education ("SCBE") with oversight by the Siskiyou County Office of Education ("SCOE") (collectively referred to herein as the "County"), is true to the best of my knowledge and belief; 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 47605.6(d)(1)]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of GECS for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.6(b)(6)]
- The Charter School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605.6(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605.6(e)(1)]
- The Charter School shall admit all students who wish to attend GECS, unless GECS receives a greater number of applications than there are spaces for students, in which it shall hold a public random drawing to determine admission. Except as required by Education Code Sections 47605.6(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 the student's parents or guardians within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. Education Code Section 47605.6(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in 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). [Ref. Education Code Section 47605.6(e)(1)]
- The Charter School shall adhere to all applicable provisions of federal law relating 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 GECS hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. [Ref. Education Code Section 47605.6(l)(1)]
- 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 GECS without graduating or completing the school year for any reason, GECS 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 47605.6(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 47605.6(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605.6(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 requiring 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, including but not limited to academic performance of the student or because the student exhibits characteristics protected by law; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605.6(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605.6(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 GECS's education programs. [Ref. Education Code Section 47605.6(d)(2)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605.6(a)(1) and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *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]
- The Charter School shall comply with Education Code Section 51744, *et seq*. related to independent study, as applicable.

Submitted by: 

Shelly Blakely
Executive Director

COUNTYWIDE BENEFIT JUSTIFICATION

Governing Law: *A county board of education may approve a countywide charter only if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county. Education Code Section 47605.6(a)(1)*

Governing Law: *A county board of education may grant a charter for the operation of a charter school under this part only if it is satisfied that granting the charter is consistent with sound educational practice and that the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Section 47605. Education Code Section 47605.6(b)*

Golden Eagle Charter School shall continue to operate as a charter school serving grades K-12 at multiple resource centers located in Siskiyou County, California that have been in operation since August 25, 2008. GECS provides a public education choice for parents and students. GECS is a countywide benefit charter school authorized by the Siskiyou County Board of Education and overseen by the Siskiyou County Office of Education. GECS will offer services to a pupil population that will benefit from those services and that cannot be as well served by a charter school that operates in only one school district in the county for the following reasons:

- GECS students are located geographically throughout the Siskiyou County and not in a single district attendance area, which means that we do not have to exclude students due to a required admission preference for residents of certain school districts.

- GECS operates resource centers within several different districts within the Siskiyou County, and may opt to open additional resource centers if the need arises.

- The County has the expertise to assist with the full span of K-12 curriculum, instruction and operations; most districts in Siskiyou County do not.

- By sponsoring an alternative charter school, the County has an alternative school option to offer students, without any Siskiyou County districts having the oversight responsibility.

Therefore, it is in the best interest of the students in GECS, to be served by a countywide benefit charter school, as defined by Education Code Section 47605.6.

INTRODUCTION

Founding and History

Golden Eagle Charter School began operation in 2004, founded by a group of experienced teachers and parents committed to providing high-quality, personalized learning opportunities for K–12 students in Siskiyou County. Many of the Charter School's founders had previously participated in distance-based programs affiliated with out-of-county charter schools. They recognized that local oversight and community partnership were essential to providing better services and outcomes for students in their own region. Establishing GECS as a locally operated charter school provided families with greater autonomy, connection, and flexibility.

In 2008, GECS became a countywide benefit charter authorized SCBE. Over the past two decades, GECS and SCOE have cultivated a strong and productive working relationship, aligned in their commitment to serving the diverse educational needs of students throughout the county.

From its founding team of seven (7) teachers serving 165 students, GECS has grown into a robust organization that now serves approximately 515 students with a staff of 55 credentialed teachers, specialists, and administrators, supported by 29 classified staff. Many current team members have been with the Charter School for 15 years or more, including the founding Executive Director and two additional long-tenured administrators—demonstrating a deep continuity of leadership and shared vision.

Program Growth and Educational Model

GECS's flex-based learning model is designed to support a broad spectrum of student needs and family preferences. Originally operating with two learning centers focused on homeschool support and limited enrichment classes, GECS has since expanded to four learning centers. These centers offer a variety of academic and support services including:

- In-person classes (core and enrichment)
- Small group instruction and tutoring
- Meeting space for teachers to meet regularly with students and families
- Curriculum, technology and materials
- School-based mental health services
- Administrative services

Students participate in-person to varying degrees—some attend a single class per week, while others enroll in a full class schedule four (4) to five (5) days per week.

College, Career, and Academic Readiness

College and career readiness remains a key priority at GECS. The Charter School offers a full complement of a–g approved courses, many of which are available on-site at the learning

centers. Students are supported in meeting a–g requirements to prepare for entrance to the University of California, California State University, and other four-year institutions.

GECS also provides robust Career Technical Education ("CTE") programs with active pathways in:

- Computer Science
- Media Arts
- Music
- Forestry and Natural Resources
- Education
- Energy and the Environment

In 2024–25, GECS launched its Early College High School Program in partnership with College of the Siskiyous ("COS"), offering dual enrollment and college credit opportunities. The first cohort began this year, and other GECS students continue to take college courses through COS as part of their academic pathway. GECS maintains full accreditation through the Western Association of Schools and Colleges ("WASC"), with the next full self-study to take place in 2026-2027.

Fiscal Management and Operational Capacity

GECS has demonstrated sound fiscal management since its inception. The Charter School contracts with Delta Managed Solutions for specialized charter school financial services, including budgeting, accounting, payroll, human resources, compliance reporting, and insurance. These services help ensure that GECS consistently meets all state and County requirements, including the spending thresholds necessary to qualify for full funding as a nonclassroom-based charter school.

In addition to a clean record of timely, unqualified audits, GECS maintains a low staff turnover rate, reflecting high employee satisfaction and stability.

Compliance and Continuous Improvement

GECS is committed to meeting all legal and programmatic requirements, including the implementation of California State Standards, Local Control and Accountability Plan ("LCAP") development, and statewide assessments. The school's Leadership Team and Executive Council use a collaborative, data-informed approach to guide decisions. Strategic planning efforts are aligned with WASC goals and are continuously refined to ensure academic quality and program integrity.

Highlights and Accomplishments from the Prior Charter Term

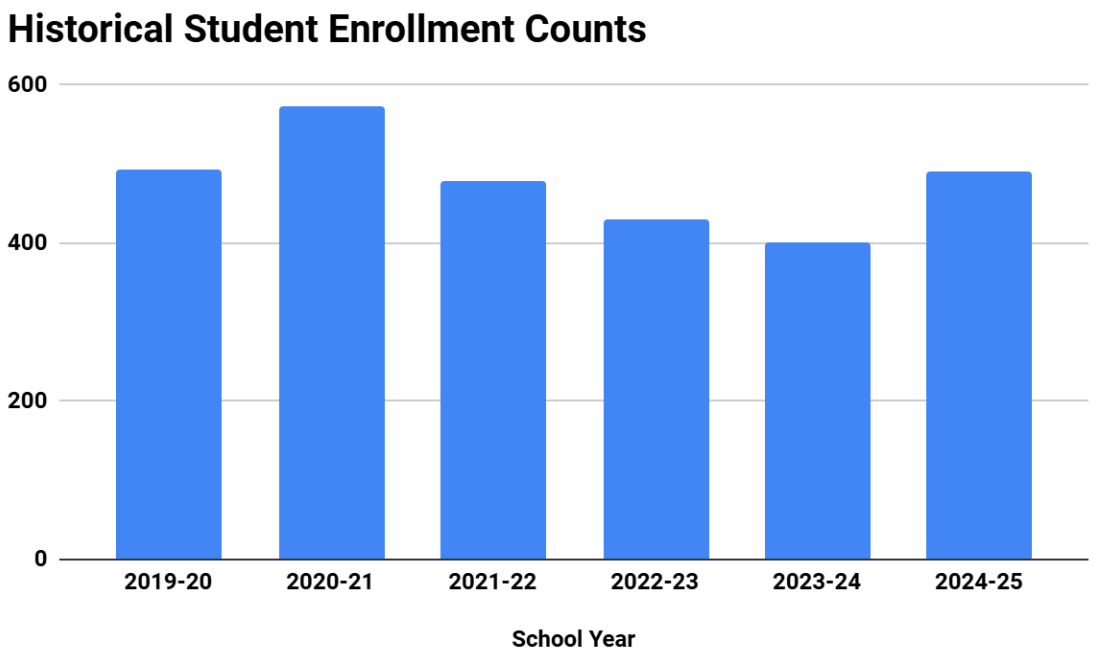
- Enrollment Growth: Sustained growth, with renewed increases in 2024–25
- Expansion of Learning Centers: Now four sites across the county
- Transitional Kindergarten (TK): Now a fully established Kindergarten program component

- CTE Growth: Multiple pathways implemented and sustained
- Early College High School: Launched with first cohort in 2024–25
- Focus on Student Wellness: Strengthened social-emotional learning ("SEL") and mental health supports
- MTSS Implementation: Multi-tiered System of Supports established for academics and mental wellness
- Nutrition Program: Breakfast and lunch offered at two sites, even without commercial kitchens
- Expanded Administration: New Program Manager roles and leadership structures
- Strategic Planning: Aligned with WASC goals to support continuous improvement
- COVID-19 Response: Provided strong distance learning using trained independent study teachers
- Learning Loss Recovery: Implemented targeted supports for academic and social recovery
- Achievement Gap Progress: Notable gains in reading and math for socioeconomically disadvantaged ("SED") students
- Facilities Expansion:
- Purchased GEMS building (Golden Eagle Materials & Support) in Yreka
- Established Mt. Shasta Campus ("MSC") housing TK–8 classes and main office
- Secured USDA loan for future building at MSC to consolidate South County operations
- 100% Funding Determination: Consistently met all instructional funding targets
- Grant Funding: Secured Community Schools Grant, Strong Workforce Grants, CTE Incentive Grants, Community Engagement Initiative Grant, and the Middle/Early College Grant
- Audit Transition: Changed auditors with continued clean audits and no findings
- Staff Retention: Very low employee turnover across departments

Enrollment Trends and Demographics

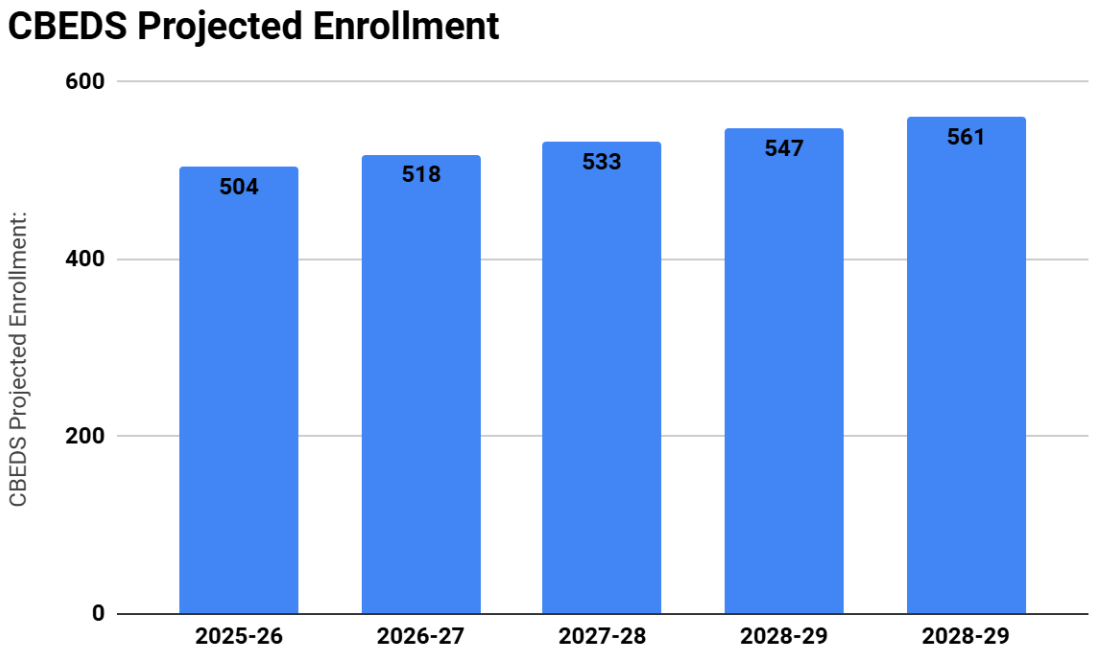
GECS saw significant enrollment growth during the COVID-19 pandemic, as families sought flexible, high-quality learning options. Although enrollment declined slightly as schools returned to traditional in-person formats, it began increasing again in 2024–25. The Charter School anticipates a conservative 2–3% annual growth rate over the next five (5), particularly with the expansion of the Mt. Shasta campus and increased program offerings.

Enrollment and Demographics Overview



GECS and Siskiyou County Enrollment and Student Groups

2023-24	Enrollment	SED	Students with Disabilities	EL	Foster
2023-24 GECS	401	75.06%	9.73%	.075%	.25%
2024-25 GECS	490	69.59%	12.04%	.82%	0%
2023-24 Siskiyou County	5578	63.39%	11.03%	3.82%	1.06%



GECS remains committed to enrolling a diverse student population representative of Siskiyou County and prioritizes equity, academic excellence, and inclusive practices. The Charter School continues to foster a strong sense of belonging, build family and community partnerships, and sustain a dedicated and highly experienced staff.

CHARTER RENEWAL STANDARDS AND SUPPORTING DATA

Golden Eagle Charter School is classified as a middle-performing charter school under Education Code Section 47607.2(b), based on its performance on the California School Dashboard ("Dashboard").

Charter Renewal Criteria

Pursuant to the amendments made to Education Code Section 47607 and the creation of 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 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 four tiers has unique qualifying criteria.

The three performance categories and DASS thresholds are as follows:

- **High Performing** – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c).
- **Low Performing** – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the charter authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- **Middle Performing** – Presumptive renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, evaluated using 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 47606(c)(7). GECS is pleased to note that in in March of 2025 the CDE published its most recent list of charter school performance categories and designated GECS as a middle-performing charter school based on the 2024 Dashboard data, and this designation is consistent with law. Thus, GECS is eligible for a five (5) year charter renewal term.

Further, GECS has not received Red performance levels in any area, has met all local indicators, and has demonstrated academic growth.

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

Rationale for Renewal of GECS Charter Petition

Dashboard Performance Renewal Criteria – Middle Performing

Education Code Section 47607.2(b) states:

For all charter schools for which [high- and low-performing categories] do not apply, the chartering authority shall consider the school wide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].

The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.
"Measurements of academic performance" are defined in statute as "statewide assessments in the California Assessment of Student Performance and Progress system , or any successor system, the English Language Proficiency Assessments for California ("ELPI"), or any successor system, and the college and career readiness indicator ("CCI")." (Education Code Section 47607(c)(3)).

Further, in addition to the state and local indicators on the Dashboard, the authorizer shall also consider evidence, from assessments deemed verified data by the State Board of Education, showing measurable increases in academic achievement (at least one year's progress for each year in school), or showing strong postsecondary outcomes (college enrollment, persistence, and completion rates equal to similar peers).

GECS documents its performance on the Dashboard and through verified data, in support of approval of its charter renewal petition, below:

Dashboard

Based on data from the 2024 California School Dashboard, Golden Eagle Charter School, fits into the middle performing category, and as clearly demonstrated by the evidence, meets the criterion for charter renewal for a term of 5 years. The All Students Dashboard (below) – shows that GECS does not have all blues and greens, nor does it have all reds and oranges for two (2) years. This demonstrates that GECS does not meet the Criterion 1 for high- or low-performing charter schools.

All Students Dashboard - Golden Eagle Charter



All Students Performance on Academic Indicators (below) - Criterion 2a shows that GECS is below than the state average (indicated by a red triangle) for the two required years of data.

All Students Performance on Academic Indicators

		ELA	Math	CCI
2023	All	-32	-80	25
2024	All	-27	-66	33

For the ELA and Math indicators, average Distance from met Standard (DFS) is used to compare charter school test results with the state's overall average.

Student Group Performance - Criterion 2b shows that GECS falls into the middle performing designation because neither the High nor Low Criteria is met. ,

Student Group Performance- Golden Eagle Charter

	2023			2024		
	ELA	Math	CCI	ELA	Math	CCI
Hispanic/Latino	-54	-100				
Socioeconomically Disadvantaged	-51	-104	20	-31	-75	26

Only **Student Subgroups** that meet the required **n-size** are reported. Reporting of student subgroups began in 2024 for ELPI.

Charter School Dashboard State and Local Indicators (2024)

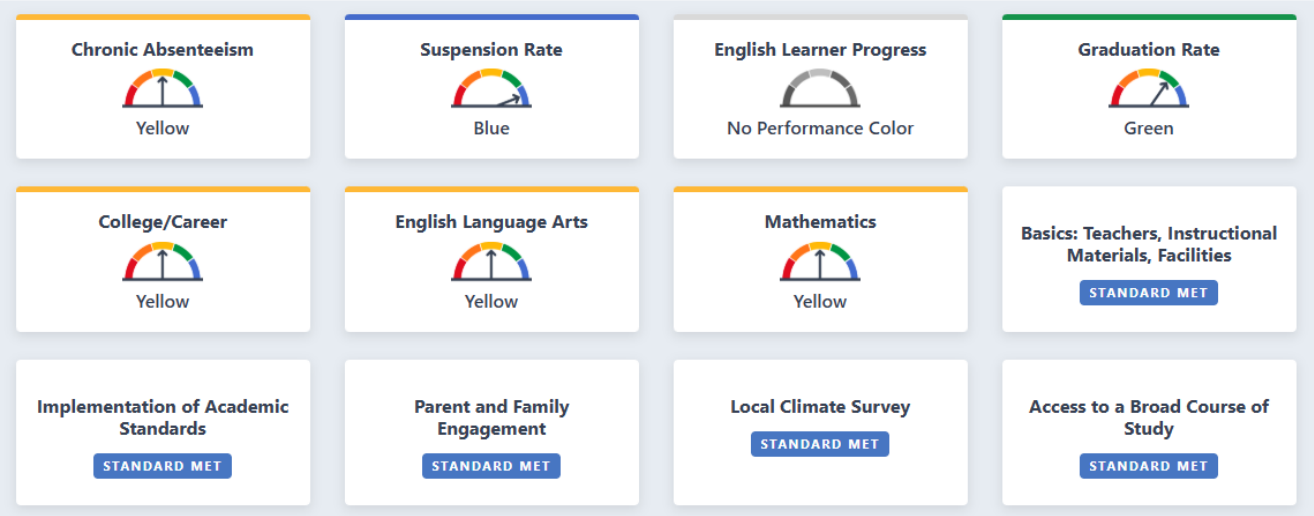
Golden Eagle Charter School demonstrated consistent academic growth and student success, even as it serves a student population with significant challenges. In 2024, 69.6% of GECS students were socioeconomically disadvantaged, and over 12% were students with disabilities. Despite these potential obstacles, GECS outperformed county averages in both ELA and Math on the CAASPP for the second consecutive year.

Notably, socioeconomically disadvantaged students and Hispanic students exceeded both County and State performance levels in ELA and Math. GECS also ranked 6th out of 30 schools in Siskiyou County on Blue/Green Dashboard indicators—up from 41% to 52.94% in just one year.

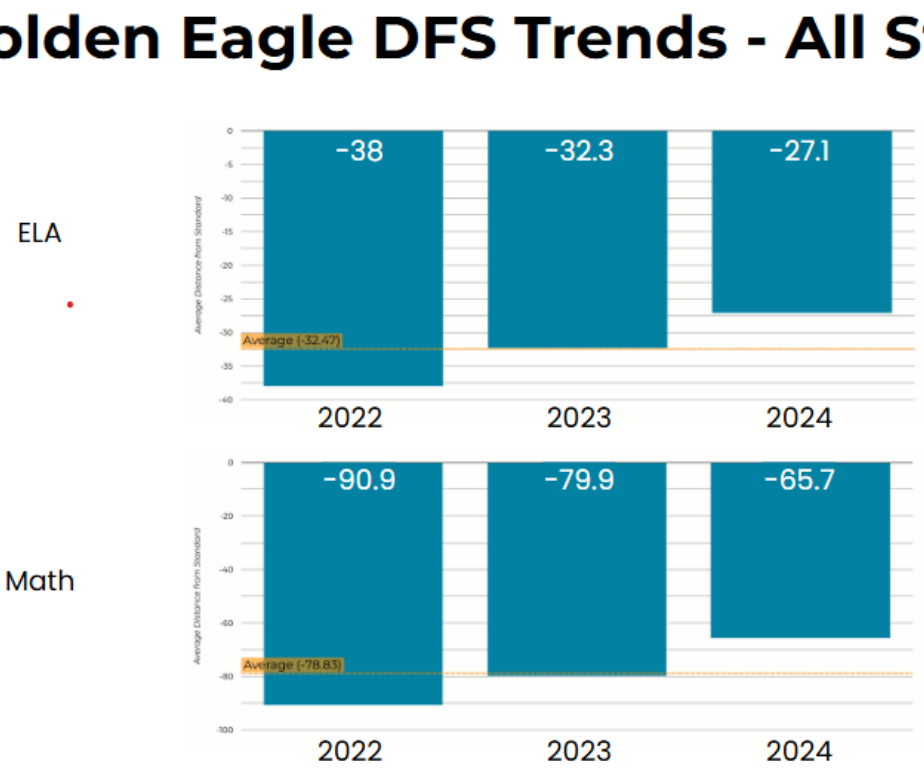
The Charter School's Distance From Standard ("DFS") in both academic indicators improved steadily over the past three (3) years, and chronic absenteeism remains significantly below the state average.

Overall, GECS met all local indicators and maintains a high graduation rate, strong school climate, and low suspension rate, reaffirming its effectiveness in supporting students toward academic achievement and personal growth.

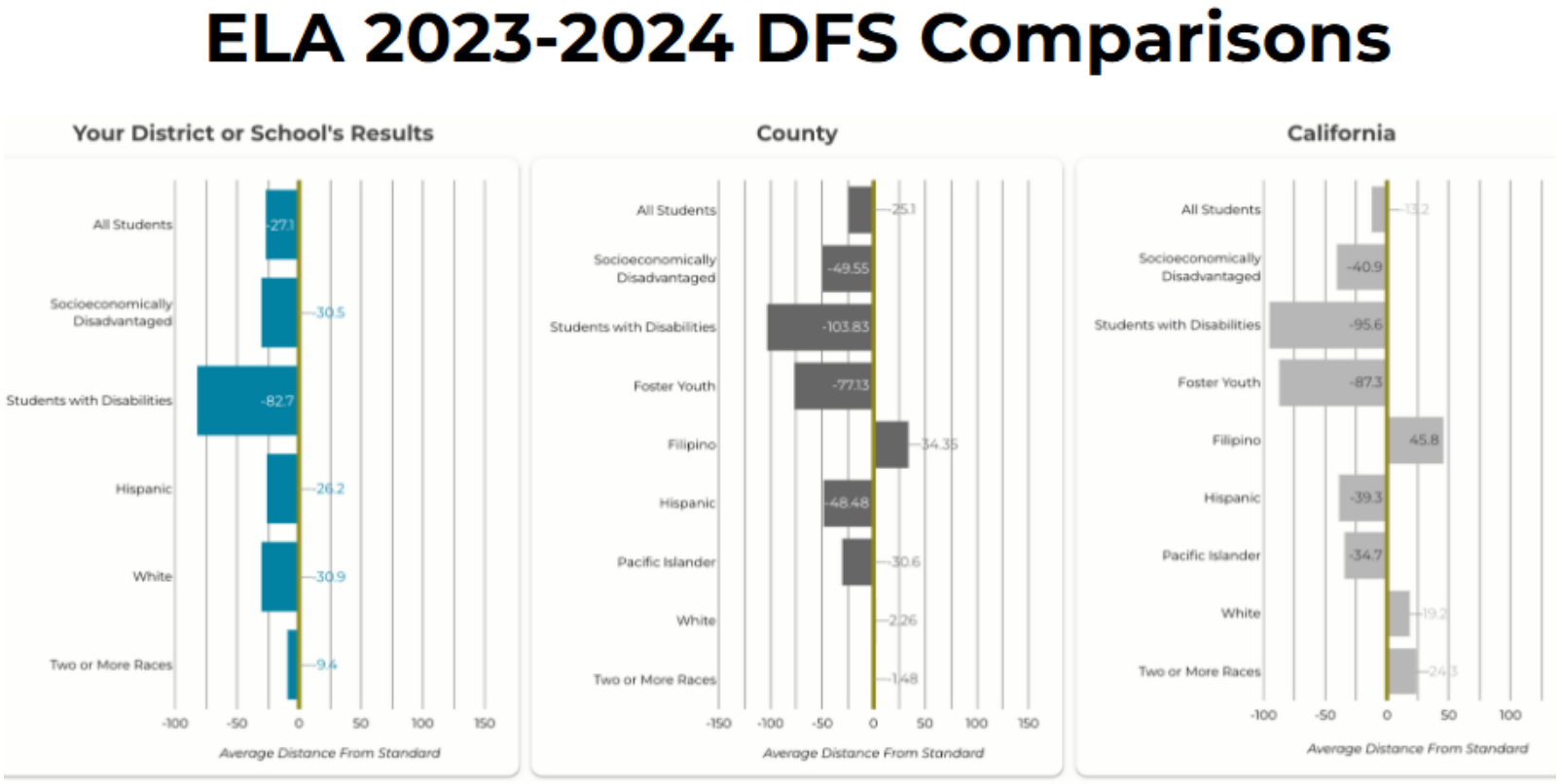
The following chart(s) reflect the Charter School's 2024 Dashboard performance indicators.



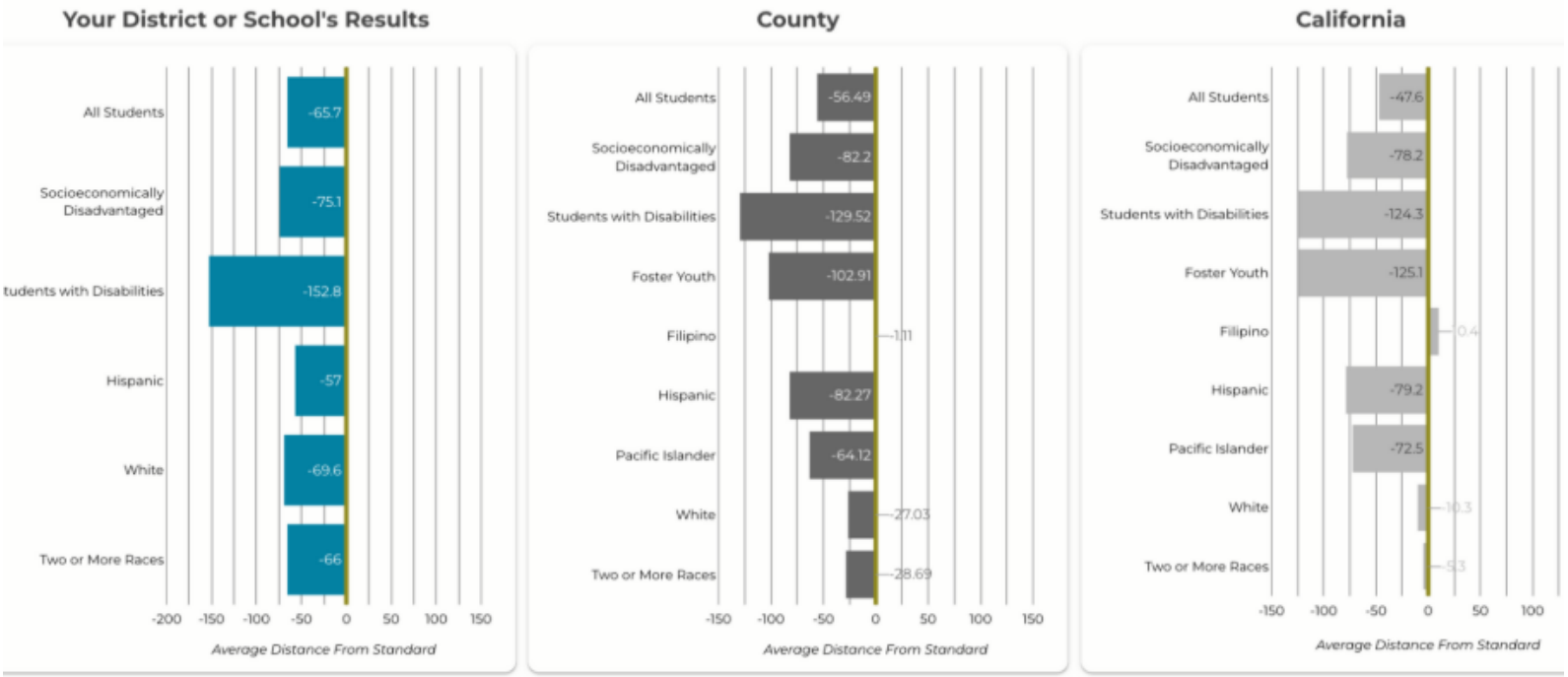
The graph below shows that the DFS, on the CAASPP, in both subjects, has shown strong growth over the past three (3) years.



Golden Eagle's Students classified as SED, SWD, and Hispanic students outperformed the county and the state in ELA



Math 2023-2024 DFS Comparisons



2023-2024 DFS Rankings

Golden Eagle Charter is ranked 15/32 schools in Siskiyou County in both Math and ELA DFS. For the SED group of students, Golden Eagle Charter is ranked 10/30 schools in ELA DFS and 15/31 schools in Math DFS. This is an improvement from 16/32 and 20/32 in 2022-23.

2023-24 Blue/Green Rankings

Golden Eagle Charter is ranked 6th out of 30 of the schools in Siskiyou County in the Blue/Green Rankings. Blue/Green percentages are calculated as the number of blue and green performance levels, divided by all performance levels. Golden Eagle's Blue/Green percentage is up from 41% in 2022-23 to 52.94% in 2023-24.

	Year	District	School	Admin First Na...	Admin Last Na...	Email	LCAP	BG %	BG Count	Total Colors
1.	2024	Delphic Elementary	Delphic Elementary	Jami	Carver	jcarver@delphic.k12.ca.us	Details	100%	2	2
2.	2024	Butte Valley Unified	Butte Valley High	Jared	Pierce	jpierce@bvalusd.org	Details	100%	3	3
3.	2024	Dunsmuir Joint Uni...	Dunsmuir High	Ray	Kellar	rkellar@dunsmuirhigh.k12.ca.us	Details	100%	1	1
4.	2024	Siskiyou Union High	Happy Camp High	Alfonso	Garagarza	agaragarza@sisuhsd.net	Details	100%	1	1
5.	2024	Siskiyou Union High	Weed High	Danielle	Dewhurst	ddewhurst@sisuhsd.net	Details	66.67%	4	6
6.	2024	Siskiyou County Offi...	Golden Eagle Charter	Shelly	Blakely	shellya@gecs.org	Details	52.94%	9	17
7.	2024	Butteville Union Ele...	Butteville Elementa...	Eric	Bragg	randi.scott@butteville.k12.ca.us	Details	50%	4	8
8.	2024	Yreka Union Eleme...	Evergreen Element...	Amy	Dunlap	adunlap@yrekausd.net	Details	42.86%	6	14
9.	2024	Scott Valley Unified	Etna Elementary	Tana	Piersall	tpiersall@svusd.us	Details	37.5%	3	8
10.	2024	Scott Valley Unified	Etna Union High	Joy	Isbell	jisbell@svusd.us	Details	33.33%	1	3

Comparison to Siskiyou County Schools

Comparison of CAASPP Scores

The chart below shows the percentage of students meeting or exceeding standards. Between GECS and the traditional Siskiyou County schools (schools that GECS students would otherwise attend) the data shows that GECS has outperformed the county average in both math and ELA for the last two years:

School	Schoolwide Assessment	2022	2023	2024
GECS	ELA	36.09%	42.92%	41.21%
	Math	20.15%	27.47%	30.48%
County Schools	ELA	36.59%	37.48%	35.25%
	Math	23.84%	25.67%	26.62%

TK-8 Comparison Schools That Are Demographically Similar (2023-24) — A demographically similar school is defined as the percentage of SED students served between 60%-80%, and with an enrollment greater than 80 students in the County.

Below is a comparison of schoolwide CAASPP scores. Each percentage represents the portion of students meeting or exceeding standards:

School	Schoolwide Assessment	2022	2023	2024
GECS 3rd-8th	ELA	32%	38.2%	37.1%
	Math	21.9%	27.8%	30.7%
Big Springs Elementary	ELA	35.34%	31.82%	14.29%
	Math	22.41%	22.73%	12.37%
Butte Valley Elementary	ELA	11.54%	11.81%	9.86%
	Math	5.34%	6.25%	11.97%
Evergreen Elementary	ELA	20.41%	37.74%	38.71%
	Math	25.51%	40%	40.22%
Happy Camp Elementary	ELA	12.9%	10.64%	11.11%
	Math	13.33%	7.84%	17.46%
Jackson Street Elementary	ELA	30.59%	27.97%	28.14%
	Math	16.1%	16.92%	18.01%
Montague Elementary	ELA	38.83%	50%	39.36%
	Math	24.04%	40.82%	40.43%

The data above shows that GECS is one of the top-performing schools in Siskiyou County when compared to schools with similar student demographics.

GECS demonstrated steady academic growth from 2022 to 2024, with the percentage of students scoring proficient or advanced in math increasing from 21.9% to 30.7% and in ELA rising from 32% to 37.1%.

In 2024, GECS outperformed most demographically similar TK-8 schools in both Math and ELA. GECS's Math proficiency (30.7%) was higher than Big Springs, Happy Camp, Jackson Street, and Butte Valley, and was within 10 percentage points of Evergreen (40.22%) and Montague (40.43%).
In ELA, GECS's 37.1% surpassed Big Springs, Butte Valley, Happy Camp, and Jackson Street, and was nearly equal to Evergreen (38.71%).

High School Comparison Schools That Are Demographically Similar (2023-24)
A demographically similar high school is defined as on with a percentage of SED students served between 50%-81%, and enrollment greater than 60 students in the county.

The following chart provides a comparison of CAASPP scores, where the percentage expresses the portion of students meeting or exceeding standards:

School	Schoolwide Assessment	2022	2023	2024
GECS 11th	ELA	25%	62.79%	59.09%
	Math	12%	25.58%	29.55%
Dunsmuir High	ELA	25%	50%	36.84%
	Math	0%	0%	10%
Northern United	ELA	41.67%	46.15%	50%
	Math	0%	15.38%	5.88%
Weed High	ELA	57.45%	70.59%	48.98%
	Math	16.33%	29.41%	21.28%
Yreka High	ELA	54.2%	62.41%	61.64%
	Math	23.66%	19.57%	24.66%

The data above shows that GECS stands out as one of the top-performing schools in Siskiyou County when compared to schools with similar student demographics, and maintains continued gains and competitive results in both ELA and Math.

GECS 11th grade students demonstrated strong and sustained growth in both ELA and Math over three years, with the percentage of students scoring proficient or advanced in ELA rising from 25% (2022) to 59.09% (2024) and the percentage of students scoring proficient or advanced in Math scores improving from 12% to 29.55%.

In ELA, GECS outperformed Dunsmuir (36.84%) and Weed (48.98%), was nearly even with Northern United (50%), and trailed only Yreka (61.64%).

In 2024 for Math GECS's 29.55% was the highest among peer schools.

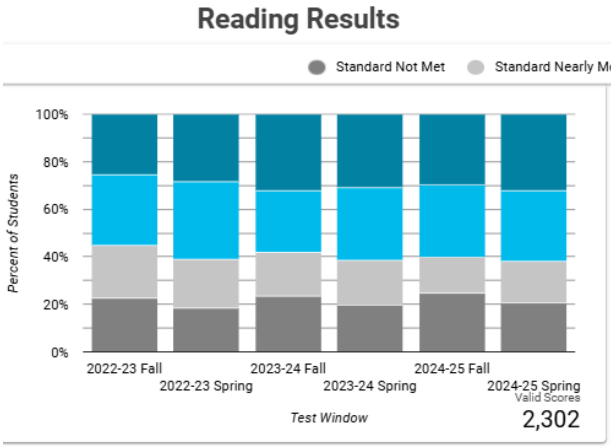
GECS showed greater improvement trends over time than most peer schools, especially in Math, where others showed decline or inconsistency.

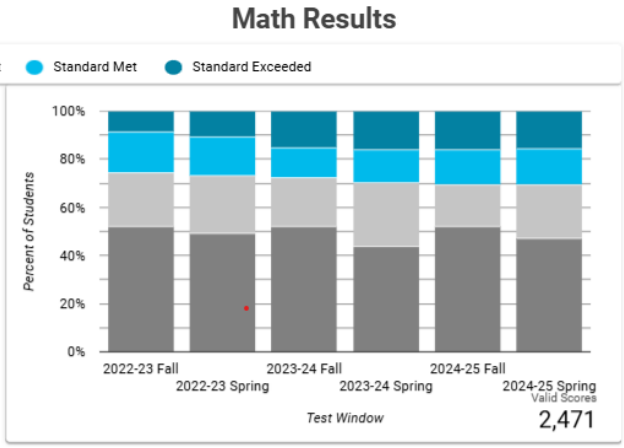
As a middle-performing school, GECS supports its eligibility for renewal with verified data showing student academic progress. GECS uses STAR Renaissance assessments as its local verified data, administered three (3) times annually to measure academic achievement and growth in English and Language Arts ("ELA") and Math. These results are used to:

- Monitor progress toward State Standards
- Identify students in need of additional support
- Demonstrate schoolwide and subgroup academic growth over time

The STAR Renaissance math and ELA assessments are used as a benchmark assessment, which allows us to evaluate our students' academic progress three times per year – fall, winter, and spring. Students in grades K-2 complete Early literacy, students in grades 3-12 complete STAR Reading, and students in grades 1-12 complete STAR Math.

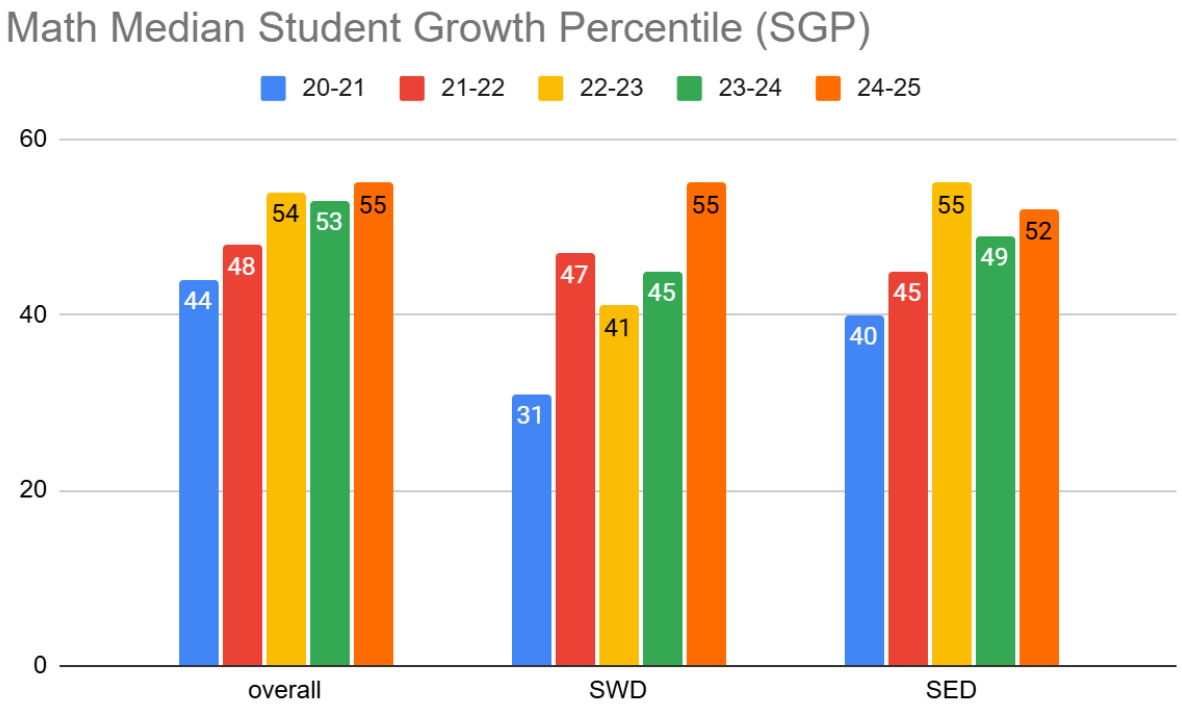
The following charts show the STAR Reading and Math benchmark assessments for the fall and spring testing windows for the last three years. Golden Eagle Charter School's assessment results over the past three years demonstrate steady growth in reading achievement and early progress in addressing math challenges. In reading, performance has been consistently strong. From Fall 2022 through Spring 2025, the percentage of students meeting or exceeding standards increased gradually each year, with Spring 2025 showing the highest proportion of students reaching proficiency. The school has successfully reduced the percentage of students not meeting standards, reflecting the effectiveness of its reading supports and personalized instruction. In mathematics, while more students continue to fall below standard compared to reading, there are encouraging signs of improvement. Across the three-year span, a gradual shift from "Standard Not Met" to higher performance bands is evident, particularly in the latest Spring 2025 results. These trends highlight GECS's commitment to continuous improvement. With strong gains in reading and targeted supports now being implemented in math, the school is well-positioned to continue improving outcomes for all learners.



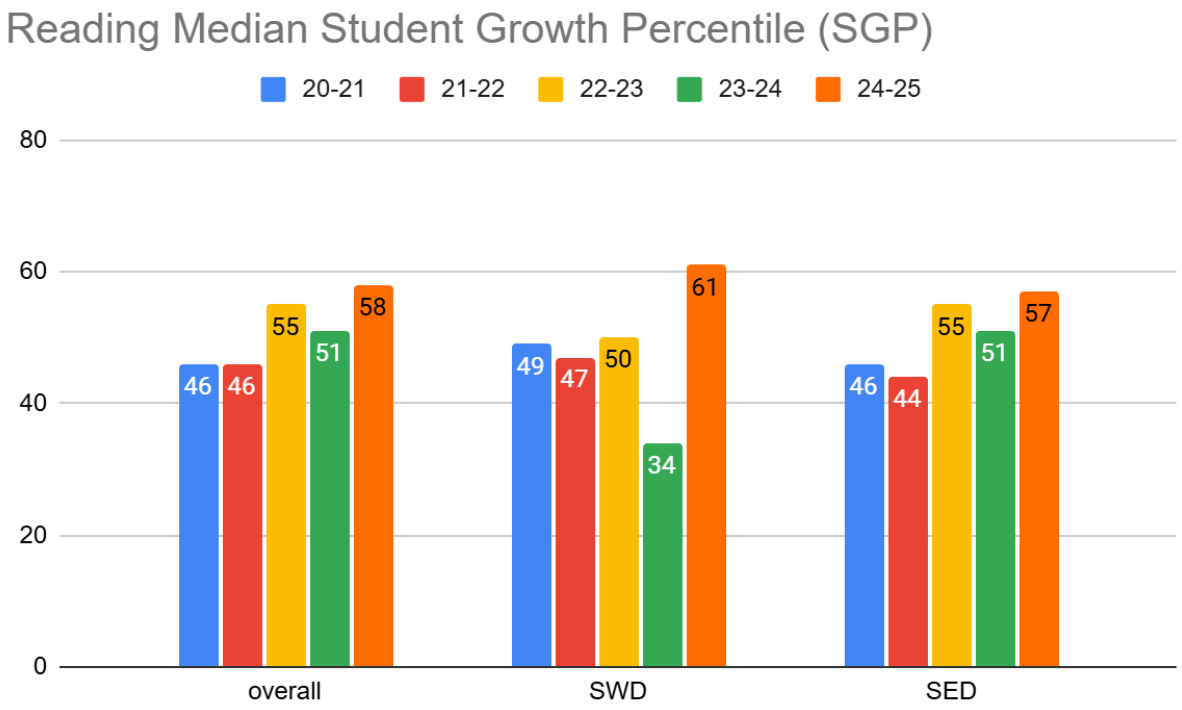


Along with the benchmark assessment, the STAR Renaissance tracks student growth over time. The STAR Renaissance defines a year's growth by the Student Growth Percentile (SGP). Students that show an SGP between 35 to 65 have demonstrated a year's growth in a year's time.

The following chart shows strong upward trends in math growth across all student groups. The overall Math Median Student Growth Percentile (SGP) increased from 44 in 2020–21 to 55 in 2024–25, reflecting consistent schoolwide progress. Notably, students with disabilities (SWD) achieved an SGP of 55 and socioeconomically disadvantaged (SED) students achieved an SGP of 52 in 2024–25 highlighting GECS's commitment to equitable growth and effective academic support.



The following chart shows a clear upward trajectory in reading growth across all student groups. The overall Reading Median Student Growth Percentile (SGP) increased from 46 in 2020–21 to 58 in 2024–25, demonstrating consistent improvement in literacy achievement. Students with disabilities (SWD) improved to an SGP of 61, while socioeconomically disadvantaged (SED) students made notable gains, reaching an SGP of 57 in 2024–25.



Golden Eagle Charter School's most recent data provides compelling evidence of sustained academic growth and equity in student achievement. Over multiple years, students have shown significant progress, particularly in reading and math growth percentiles. In 2024–25, the school achieved median Student Growth Percentiles (SGPs) of 58 in reading and 55 in math, reflecting strong year over year improvement. Notably, students with disabilities (SWD) and socioeconomically disadvantaged (SED) students also reached SGPs of 52 or higher in both subjects, underscoring the effectiveness of GECS's targeted supports and its commitment to closing opportunity gaps. These results affirm that GECS's flex-based model and academic interventions are working for all students. As demonstrated herein, GECS clearly meets the legal criteria for charter renewal, for a five-year term.

ELEMENT 1: EDUCATIONAL PROGRAM

Governing Law: *The educational program of the charter school, designed, among other things, to identify those pupils 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 47605.6(b)(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 by the charter school, 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 47605.6(b)(5)(A)(ii)

If the proposed charter school will enroll high school pupils, the manner in which the manner in which the charter school will inform parents regarding the transferability of courses to other public high schools. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered to be transferable to other public high schools. Education Code Section 47605.6(b)(5)(A)(iii)

If the proposed charter school will enroll high school pupils, information as to the manner in which the charter school will inform parents as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements for purposes of this clause. Education Code Section 47605.6(b)(5)(A)(iv)

The Vision and Mission of Golden Eagle Charter School

GECS fosters an inclusive community where relationships and belonging are at the heart of inspired learning. By focusing on academic excellence and personal growth, students are empowered to discover their purpose and persevere in reaching their full potential.

GECS is a flex-based learning public charter school that provides a voluntary educational choice for families. We believe individual differences and the uniqueness of each child are to be supported and celebrated.

Golden Eagle Charter School's mission is to educate students through flex-based learning that addresses their unique and individual learning needs while maintaining high expectations aligned with California State Content Standards.

The three tenets of Golden Eagle Charter School are:

- Relationships - Positive relationships between all stakeholders are at the heart of our school. We foster belonging and connection between students, teachers, parents/guardians, staff, administration, and community to serve the learning needs of our students.

- Rigor - Our flex-based model allows us to design learning experiences to meet the needs of the student by considering their interests, talents, and abilities, while supporting their needs in areas for growth and promoting academic rigor.
- Relevance - Learning happens best when content is relevant, engaging, and focused on the skills and knowledge students need to thrive.

Educational Philosophy

GECS is a school of choice that serves students in grades Transitional Kindergarten ("TK") through twelfth grade, who reside in Siskiyou County and its adjacent counties. Flex-based learning is offered to meet the unique educational needs of families who seek an established alternative instructional strategy. The student, parent, and a supervising credentialed teacher contract (through the independent study written agreement) as a team to facilitate the student's educational pathway.

GECS enables students to become competent, productive, literate, self-motivated, lifelong learners by providing students and parents the opportunity to design a customized educational pathway that is relevant, rigorous, embraces the students' interests, and addresses the State Standards. GECS provides unique opportunities and diverse resources, including technology, on-site and online classes, academic support, enrichment workshops, field trips, career-technical education, and college class opportunities. We encourage each student to develop their academic potential while discovering and pursuing their unique interests, talents, and passions in life.

Our program encourages the use of innovative teaching methods and education philosophies, utilizes varied forms of assessment, and provides ongoing professional development for teachers. GECS employs qualified credentialed teachers and support staff who demonstrate a love for educating children and a passion for the student's individualized learning. We forge partnerships with parents, community organizations, and other educational institutions to best support GECS students.

How Learning Best Occurs

We believe that the best learning occurs when:

- Each student is involved in creating and implementing their own flex-based learning plan.
- Students feel safe, valued, and respected, encouraged to be themselves and explore their individual talents.
- Rigorous learning is rooted in strong, supportive relationships.
- Parents play an active role in their children's education.
- Different modalities and styles of teaching and learning are used.
- Real life "context-based" learning is emphasized.
- Students are offered exciting, challenging, and comprehensive curriculum.
- Learning is active and relevant, with hands-on, interdisciplinary projects and collaborative learning opportunities.
- Enrichment is provided through field trips, apprenticeships, cooperative classes, and appropriate technology.
- High expectations and measurable outcomes are established for all students.

Flex-based Learning Educational Program

The credentialed teacher leads the development of each student's personalized flex-based learning plan in collaboration with the student and their parent or guardian. This plan includes educational goals, curriculum choices, instructional modalities (e.g., in-person, home-based, or online), and a schedule for regular meetings with the teacher and relevant specialists (e.g., reading specialists). The teacher uses both formal and informal assessments—including diagnostic data, observations, and student work—to guide instruction and address each student's unique learning needs. Meeting frequency is determined by the student's needs and is documented in the written independent study agreement.

Students are assessed using a variety of methods, including the CAASPP Smarter Balanced Assessments in ELA, math, and science, as well as Renaissance benchmark assessments administered at the beginning, middle, and end of the year. These tools provide actionable data to identify unmet standards and help teachers support student growth. Regular evaluations may also include chapter tests, project-based assessments, informal check-ins, and teacher observations.

To support learning, students are provided with textbooks, printed curriculum, digital tools, and 1:1 Chromebooks (grades 2–12). TK–1 students access Chromebooks as needed. In addition to standard-issued materials, GECS provides specialized software and adaptive technology, (such as screen readers or speech-to-text tools)for students with disabilities, based on Individualized Education Program ("IEP") recommendations.

Instructional technology is aligned with Common Core State Standards ("CCSS"), History-Social Science Framework, Next Generation Science Standards ("NGSS"), English Language Development ("ELD") Standards, and the remaining State Content Standards (collectively referred to herein as "State Standards") for digital literacy and is embedded across State Standards content areas.

GECS educators receive ongoing professional development in effective tech integration, digital assessment tools, and strategies for supporting students with diverse needs. Technology also supports state testing, communication, and collaboration.

Observations from credentialed teachers, parents, and students are used alongside assessment data to regularly refine each student's learning plan. This ensures instruction remains relevant, rigorous, and personalized within GECS's flex-based learning model.

Responsibilities

The Credentialed Teacher will:

- Develop and oversee the student's personalized flex-based learning plan in collaboration with the student and parent.
- Be responsible for the written independent study agreement, ensuring compliance with state requirements.
- Assign and assess the student's work.
- Provide access to educational resources, including curriculum materials and instructional tools.

- Work individually with each student to provide tailored instruction and support, up to one hour per week.
- Administer state-mandated tests and other assessments.
- Document student learning, progress, and attendance.
- Offer guidance to parents and students regarding graduation requirements, the transferability of GECS courses to other public high schools in Siskiyou County, and college entrance requirements (a-g).

Parents will:

- Actively support their student's participation in the flex-based learning program by fostering a productive home learning environment.
- Collaborate with the credentialed teacher to develop the student's personalized learning plan, including setting goals, objectives, and assignments.
- Facilitate home-based learning activities as assigned by the credentialed teacher.
- Ensure the timely submission of all student work and completed assignments to the credentialed teacher.
- Attend scheduled meetings with the credentialed teacher to discuss progress and adjustments to the learning plan.
- Take responsibility for books, instructional materials, supplies, and equipment, ensuring they are cared for and returned in good condition to the Charter School.

Students will:

- Engage actively in their education by attending scheduled meetings with the credentialed teacher and participating fully in assigned classes and activities.
- Complete and submit assignments, assessments, and projects as directed.
- Follow Golden Eagle school rules and policies, demonstrating respect for the learning environment.
- Take an active role in their education by seeking help when needed and reflecting on their progress.

By clearly defining the roles and responsibilities of teachers, parents, and students, GECS ensures a collaborative approach to personalized learning, fostering academic success and personal growth.

Targeted Student Populations

Golden Eagle Charter School seeks to enroll students residing in Siskiyou County and Castella, CA, due to its proximity to the border of Siskiyou and Shasta Counties. While legally permitted to enroll students from adjacent counties , GECS does not actively recruit students from these areas.

Enrollment is open to students in grades TK through Twelve, adhering to state guidelines for age eligibility.

GECS offers a flex-based learning program designed for students who:

- Seek a personalized and flexible educational experience that integrates home-based learning with options for onsite and online classes, academic support, and college coursework.

- Choose home-based learning/independent study and are looking for academic resources, enrichment opportunities, guidance, and accountability to enhance their learning experience.
- Experience challenges in traditional school settings and thrive in a more adaptable and supportive learning environment.
- Exhibit a wide range of abilities and aspirations, including students with disabilities, those preparing for college, and gifted learners seeking advanced opportunities.

By providing a flexible, student-centered learning environment, GECS supports a wide variety of educational needs and aspirations, fostering success for all learners.

Educational Goals and Outcomes

It is a goal of GECS for pupils to demonstrate appropriate age or grade-level mastery, aligned with state standards, in the core areas of Language Arts, Mathematics, Science, and Social Studies, as well as additional subjects including World Languages, Visual and Performing Arts. Career Technical Education, Health and Physical Education. Golden Eagle Charter School graduates will also demonstrate college and career readiness.

An Educated Person in the 21st Century

Golden Eagle Charter School defines an educated person in the 21st century as someone who has cultivated a deep understanding of their unique talents, interests, and potential. This individual possesses the literacy, communication skills, and critical understanding needed to engage productively and positively with the world. They are a lifelong learner who values critical thinking, problem-solving, and creativity, understands and embraces the diversity of our global community, and has mastered the academic skills outlined in the State Standards appropriate to their developmental level.

An educated person in the 21st century demonstrates the following qualities that have been identified as the Schoolwide Learner Outcomes ("SLO") for Golden Eagle Charter School.

Golden Eagle Charter School graduates will be:

- **Effective Communicators**
  - Read skillfully and engage with texts.
  - Write confidently and effectively for various purposes.
  - Speak effectively and deliver clear presentations.
  - Listen actively and thoughtfully.
  - Collaborate and resolve conflicts in group settings.
  - Use technology to share ideas and communicate effectively.

- **Critical Thinkers**
  - Solve complex problems using perseverance and creative strategies.
  - Analyze and synthesize information from diverse sources.
  - Apply mathematical concepts to real-world problems.
  - Conduct effective research and evaluate the validity of information.

- **Lifelong Learners Dedicated to Excellence**
    - Demonstrate awareness of their unique skills, talents, and interests.
    - Pursue postsecondary education or career opportunities.
    - Make informed financial and lifestyle choices.
    - Appreciate and participate in the arts.
    - Engage in their communities with responsibility and respect.
    - Demonstrate cultural awareness and embrace diversity.

High School Assurances

Golden Eagle Charter School provides a comprehensive high school program that prepares students for postsecondary success through rigorous academics, college and career pathways, and personalized support.

GECS affirms the following for all high school students:

- **Course Transferability**
  Parents and students are informed that GECS courses are designed to be transferable to other California public high schools. All course descriptions indicate whether they are aligned with the California Content Standards and meet criteria for transferability. This information is available in the GECS Course Catalog, on the Charter School's website, and through student meetings with Educational Facilitators ("EF") and the Academic Counselor.

- **A–G Course Access (Eligibility of Courses to Meet College Entrance Requirements)**
  GECS offers a wide range of A–G approved courses to support students seeking admission to the University of California ("UC"), California State University ("CSU"), and other four-year institutions. Students are provided the opportunity to complete a full A–G pathway, and course availability is reviewed annually to ensure alignment with student needs and UC/CSU requirements.

- **WASC Accreditation**
  GECS is fully accredited by WASC. The Charter School maintains continuous accreditation through the timely submission of required documentation, mid-cycle reviews, and self-studies. The current accreditation term extends through 2027 with the next self-study scheduled for 2026-2027.

- **FAFSA / California Dream Act Guidance**
  All students receive guidance regarding financial aid during their junior and senior years. Prior to the completion of grade 12, each student receives information and support on how to complete and submit the Free Application for Federal Student Aid ("FAFSA") or the California Dream Act Application, as applicable. This support is provided through

individual meetings with the Academic Counselor, during college planning workshops, and in annual parent/student informational sessions.

- **College and Career Planning:**
  Students participate in regular academic counseling to review graduation progress, discuss postsecondary plans, and ensure alignment of their coursework with college and/or career goals. GECS also offers dual enrollment through the Early College High School program in partnership with College of the Siskiyous.

Meeting the Needs of All Students

Golden Eagle Charter School is committed to fostering an inclusive and supportive educational environment that meets the diverse needs of all students, including those from historically underserved communities and for students who demonstrate they may be at-promise. Our approach is grounded in the belief that every student can succeed with the right supports, personalized instruction, and strong school-home partnerships.

GECS serves a wide range of students, including:

- Students with disabilities
- English learners
- Students achieving substantially above or below grade-level expectations
- Homeless and foster youth
- Socioeconomically disadvantaged students
- Other students facing barriers to academic success

To meet the needs and challenges of these student groups, GECS implements a Multi-Tiered System of Supports, personalized learning plans, re-engagement strategies, and targeted interventions based on individual needs.

Multi-Tiered System of Supports

GECS utilizes MTSS as a comprehensive framework to ensure that all students receive the academic, behavioral, and social-emotional support they need to thrive. MTSS provides a proactive, data-informed, schoolwide approach grounded in prevention and early intervention.

The MTSS framework includes:

- **Academic Supports**: High-quality, differentiated instruction for all students, with additional small-group or individualized instruction for students requiring more support.
- **Behavioral Supports**: Clear expectations, positive behavior interventions, and strategies that promote a safe and respectful learning environment.
- **Social-Emotional Supports**: Access to school counselors, social-emotional learning opportunities, and trauma-informed practices that promote student well-being.

Each tier of MTSS builds upon the previous one:

- **Tier 1**: Universal supports for all students in academics, behavior, and wellness.
- **Tier 2**: Targeted interventions for students showing early signs of difficulty.

- **Tier 3**: Intensive, individualized interventions based on assessed need.
- **Tier 4**: Referral for evaluation for special education when prior interventions do not meet the student's needs.

A cross-functional Data Analysis Team ("DAT") monitors student performance data, including academic progress, behavior patterns, and social-emotional well-being, to identify students in need of additional support and ensure equitable access to interventions. MTSS at GECS is designed to address the whole child—ensuring that students receive the right supports at the right time, empowering them to grow academically, emotionally, and socially.

Supporting Struggling Students: Re-Engagement Strategy
When a student begins to show signs of academic disengagement or difficulty—such as frequent absences, incomplete work, or missed meetings—GECS implements a structured re-engagement process designed to provide timely and appropriate support.

Golden Eagle Meeting of Concern and Re-Engagement Strategy
This strategy is initiated when:

- A student misses more than 10% of school days in a month
- A student misses one or more meetings with their Educational Facilitator A teacher has significant concerns about the student's academic progress

Steps in the Re-engagement Process:

1. **Initial Outreach**: The teacher contacts the student and parent/guardian to reschedule missed meetings, review attendance and work expectations, and identify any immediate support needs.
2. **Meeting of Concern ("MOC")**: If concerns persist, a meeting is held with the student, parent, EF, and Program Manager. The team discusses obstacles to academic success, including academic, psychological, or logistical factors, and creates a support plan. The team also determines if a Student Study Team ("SST") meeting is needed.
3. **Follow-Up Actions**:
    - If significant barriers are identified, the student is referred to the SST process for further support and intervention planning.
    - If issues persist without warranting SST involvement, and attendance or work completion does not improve, the student may be referred to the School Attendance Review Board ("SARB") process.

MTSS and SST

As part of the MTSS framework, GECS also utilizes the model to provide escalating levels of instructional support:

- **Tier 1**: Core academic instruction expected to meet the needs of approximately 80% of students
- **Tier 2**: Targeted small-group instruction for the estimated 10–15% of students who need more focused support
- **Tier 3**: Intensive interventions for the small percentage of students who require individualized support
- **Tier 4**: Evaluation for special education services, when needed

The SST process supports students who require coordination of multiple interventions or more individualized strategies. SST meetings bring together educators, parents, and support staff to analyze concerns and develop tailored intervention plans.

The Data Analysis Team monitors universal screening results and classroom data to evaluate instruction, flag emerging needs, and track the effectiveness of interventions. Widespread skills gaps identified through this process may lead to targeted workshops or staff training.

Support for Specific Student Groups

Students with Disabilities
GECS provides a full continuum of services for students with disabilities. Through the SST and evaluation process, eligible students receive an IEP outlining supports, accommodations, and specialized instruction in the least restrictive environment.

English Learners
Identification is based on the home language survey and language proficiency assessments. English learners receive designated and integrated ELD, and ongoing monitoring of language acquisition and academic progress.

Academically Low-Achieving Students
Supports may include:
- Personalized learning plans with targeted instruction
- Small-group or one-on-one tutoring
- Supplemental materials and adaptive technology
- Social-emotional or behavioral support when needed

Academically High-Achieving Students
Supports may include:
- Enrichment projects and advanced coursework
- Accelerated pacing and curriculum compacting
- Access to dual enrollment or Early College programs (available for all students)
- Opportunities for deep exploration of areas of interest

Foster Youth and Homeless Students
GECS identifies foster and homeless students through intake forms and referrals. Services may include case management, mental health support, school supplies, meals, and assistance to connect to county and locally based social services programs. Staff work closely with county liaisons to coordinate services and ensure stability.

Socioeconomically Disadvantaged Students
Students experiencing economic hardship have access to free or reduced-price meals, academic interventions, social-emotional supports, and family engagement strategies that promote connectedness and reduce barriers to learning.

GECS's comprehensive, student-centered approach ensures that the needs and challenges of all student groups are recognized and met through proactive systems, targeted supports, and strong family partnerships. Through our MTSS framework, re-engagement procedures, and

commitment to equity, GECS creates a safe and supportive environment where all students are empowered to achieve success.

Plan for English Learners

Golden Eagle Charter School is committed to meeting the needs of English Learners ("EL") including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

The Charter School will administer the home language survey initial enrollment upon a student's initial enrollment to a California Pulblic School (on the enrollment forms).

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")
  The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.
- Summative Assessment ("SA")
  ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

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

Ongoing support for EL students

At a minimum, English Learners enrolling in Golden Eagle Charter School will be provided with designated, integrated, and scaffolded instruction to ensure access to the core curriculum. This scaffolded instruction may include specialized ELD curriculum and/or the use of Specially Designed Academic Instruction in English (SDAIE) strategies. These strategies include: an emphasis on academic language development, use of active learning strategies, incorporating the use of pictures, reference charts, and physical objects in instruction, supporting students in developing picture dictionaries, and using graphic organizers, sentence frames, and other learning aids to support English learners. Additional instructional strategies include simplifying language, rephrasing, repeating key words, phrases, and sentences, using gestures and linking new material to familiar contexts. Home-study students and their parents will be advised by their educational facilitator and the ELPAC coordinator on the most effective strategies for effective language and content instruction. Program students will receive integrated instruction aligned to the state-adopted ELA/ELD standards and their own level of proficiency. EFs, the ELD Coordinator, reading specialists, and classroom teachers are trained on research-based approaches that are designed to provide EL students acquisition of listening, speaking, reading, and writing skills comparable to those of their English only peers.

English language learners will be provided access to the core curriculum through the use of integrated instructional and scaffolding strategies that will:

- Develop language within the students' current knowledge of content area curriculum
- Develop language skills (listening, speaking, reading, and writing)
- Offer explicit literacy instruction especially in the early grades
- Provide peer-assisted and small-group learning opportunities
- Provide academic language support during content area instruction, balanced with structured explicit opportunities for oral and written language skills development
- Allow for assessment in various forms (e.g., formative, benchmark, summative)

Reclassification of EL students based on English proficiency:
Reclassification of EL students may include and not be limited to the following criteria:

- ELPAC results: score of advanced in all areas (listening, speaking, reading, writing) OR overall score of advanced, advanced in at least 3 areas and near advanced in the 4th area.
- Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.
- For grades 3-8 and 11; at or above the 3-year average school-wide ELA CAASPP score for the student's grade level
- For grades K-2, 9, 10, and 12, scoring at or above grade level on the school's diagnostic reading test
- Teacher evaluation of student's curriculum mastery, based on semester report card and discussion with the student's EF.
- Consultation with parents regarding student's language proficiency.

Monitoring and Evaluation of Program Effectiveness
The evaluation for the program effectiveness for ELs in the Charter School will include:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of parental program choice options.
- Monitoring of availability of adequate resources.

Students With Disabilities

Golden Eagle Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including but not limited to the IDEA, Section 504 , the ADA, and relevant provisions of the Education Code.

GECS shall be its own LEA and is a member of the Siskiyou County Special Education Local Plan Area ("SELPA") and operates as a public school within the SELPA for the purposes of special education in accordance with Education Code Section 47641(a). The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities. GECS offers a full continuum of special education services and placements in accordance with SELPA policies and procedures. All services are delivered in the least restrictive environment ("LRE") that is appropriate to meet the student's unique needs, and every effort is made to include students with disabilities in the general education program to the maximum extent possible.

Individualized Education Programs Students who qualify for special education services receive an IEP, developed in collaboration with families and a team of qualified professionals. The IEP outlines:

- The student's present levels of performance and areas of need
- The student's educational goals and progress monitoring methods
- Special education and related services to be provided
- Any accommodations, modifications, or assistive technology required
- The most appropriate educational placement in the least restrictive environment

IEPs are reviewed annually and formally reassessed at least once every three years, or more often if requested by the IEP team or parents. Progress on IEP goals is shared with parents at least three times per year.

Programs and Services

Through GECS's partnership with the Siskiyou County SELPA, a full range of placement options and related services is available, including:

- General education with resource specialist program ("RSP") support
- Special day class ("SDC") placement (as appropriate and available)
- State special schools for students who are Deaf/Hard of Hearing or Blind
- Related services including, but not limited to:

- Speech and language therapy
- Occupational therapy
- Behavioral intervention
- Vision therapy
- Counseling and psychological services
- Assistive technology

Students are educated in both push-in and pull-out service models depending on their IEP. Instruction is adapted using Universal Design for Learning ("UDL") strategies and includes accommodations such as extended testing time, modified assignments, alternative response formats, and access to technology tools as appropriate.

As a flex-based learning school, GECS ensures that special education students have equitable access to independent study options, provided those settings meet the student's needs. IEP teams consider the appropriateness of independent study as part of the placement decision and may determine that in-person services or a hybrid approach is more appropriate.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will 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 regular education program have been considered, and where appropriate, utilized.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the state, but outside the SELPA with a current IEP within the same year, GECS 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 the 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 the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in

consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

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

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. New referrals for assessment may be initiated by staff or parent/guardian request. The SST may convene to review academic, behavioral, or emotional concerns and determine if further evaluation under the IDEA is warranted. Parental consent is required for any formal assessment. The SST will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the SELPA's general practice and procedure and applicable law. The Charter School shall work in collaboration to obtain parent/guardian consent to assess Charter School students.

IEP Meetings

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

IEP Development

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

IEP Implementation

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

Non-Public Placements/Non-Public Agencies
The Charter School shall follow the protocols of the Siskiyou County SELPA when it is necessary to select, contract with, and oversee all non-public schools and non-public agencies used to serve special education students.

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

Parent/Guardian Concerns and Complaints

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

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

Due Process Hearings

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

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

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

Staffing
All special education services at GECS are delivered by appropriately credentialed and/or licensed professionals or agencies qualified to provide special education services as required by California's Education Code and the IDEA. This includes Education Specialists, Speech-Language Pathologists,

School Psychologists, Occupational Therapists, and other related service providers. GECS employs and/or contracts with staff through the Siskiyou County SELPA to ensure timely and compliant delivery of services.

An administrative designee is assigned to oversee the special education program and to act as a liaison between GECS and the SELPA. This individual ensures the implementation of IEPs, compliance with special education law, and coordination with families and service providers. Charter School staff shall participate in all mandatory District in-service training relating to special education.

Section 504 of the Rehabilitation Act

GECS 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 subjected to discrimination under any program or activity of the Charter School. A student with 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, may qualify for accommodations under Section 504.

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

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

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure the student receives a free 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 site administrator shall ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that the teacher 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 shall be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Due Process and Procedural Safeguards

GECS ensures that parents and guardians are informed of their rights under the IDEA and Section 504. Parents are active participants in the IEP or 504 planning process and receive copies of all relevant documents, including procedural safeguards, evaluation reports, and IEPs.

Either the parent or GECS may initiate due process proceedings in the event of a disagreement related to identification, evaluation, placement, or the provision of FAPE. Mediation and alternative dispute resolution options are offered prior to a formal hearing.

Parent Engagement and Communication

Parents are essential members of the educational team at GECS. The Charter School encourages regular communication and active parent participation in IEP meetings, assessments, and progress reviews. Parents receive progress reports aligned with their child's IEP goals three times per year and may contact their child's Education Specialist at any time via email, or scheduled meeting.

Coordination with District of Residence

When a student with an IEP enrolls in or transitions out of GECS, the Charter School coordinates with the student's district of residence and the SELPA to ensure continuity of services and compliance with state and federal law.

Attendance Accounting

GECS offers a minimum of legally required instructional minutes as set forth in Education Code Section 47612.5(a)(1)(A)-(D).

GECS operates at least 175 days per school year as required under Title 5, California Code of Regulations, Section 11960. There is no typical school day, as each child is on a personalized learning plan as designed by the collaboration of the parent, student, and teacher. Therefore, the attendance accounting procedures are as follows:

1. GECS will, as a nonclassroom-based charter school, evaluate daily engagement and time value of student work product, as required.
2. Under Education Code Section 51747.5(a)-(b) the independent study by each student shall be coordinated, evaluated and under the general supervision of a credentialed teacher, and GECS may claim apportionment credit for independent study only to the extent of the time value of pupil or student work products, as personally judged in each instance by the certificated teacher, on days when school is in session.
3. GECS's attendance records will be clearly auditable and supported by all required apportionment documents in each student's work record.

Contemporaneous Records

1. Contemporaneous records are defined as an attendance sheet that documents that the student is engaged in educational activities required of them by the charter school on a given school day. The record must be filled out within a reasonable time period on or following each day of learning.
2. No attendance may be claimed for work done on weekends or holidays. Full apportionment is based on a fiscal year of typically 175 school days, and is proportionally reduced for every day less than 175.
3. The adult who is responsible for overseeing the daily learning progress of the student must complete the contemporaneous record. If the parent completes it, then it must also be reviewed and verified by the student's teacher.
4. Work samples are collected with dates that correspond with school calendar days marked as attendance days on the contemporaneous attendance sheet. All work samples are attached to progress reports and must have a time value assigned to them by the teacher.
5. Along with work samples, progress reports that include assignments, teacher evaluations, learning target documentation, etc. are all referenced as required documentation.

GECS reserves the right to refine its master calendar at any time in the best interests of its student population.

Goals and Actions Aligned with the Eight State Priorities

Pursuant to Education Code Section 47605.6(b)(5)(A)(ii), GECS has provided a reasonably comprehensive description of the Charter School's annual goals and actions, schoolwide and for all numerically significant pupil subgroups, in the Eight State priorities identified in Education Code Section 52060(d), in its LCAP, attached as Appendix#4. Each of these goals addresses the unique needs of all student groups who attending GECS, including socioeconomic disadvantaged students, English Learners, and foster youth and others. The metrics associated with these goals will help GECS to ensure that specific subgroups are making satisfactory progress and are provided with the necessary additional supports made possible by supplemental funds from the LCFF.

ELEMENT 2: MEASURABLE STUDENT 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 aptitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. .The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605.6(b)(5)(B)*

Pursuant to Education Code Sections 47605.6(b)(5)(A)(ii) and 47605.6(b)(5)(B) GECS has provided a reasonably comprehensive description of the Charter School's annual goals, actions, and measurable outcomes both schoolwide and for all numerically significant pupil subgroups, in and aligned with the Eight State priorities identified in Education Code Section 52060(d), in its LCAP, submitted to the District annually, and attached as Appendix#4.

GECS shall annually update and develop the LCAP in accordance with Education Code Section 47606.5. and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. GECS shall submit the LCAP to the GECS Governance Council and to the County annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula ("LCFF") budget overview for parents on or before February 28 of each year as a part of a nonconsent item at a regularly scheduled Council meeting. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by GECS.

Student Outcomes

It is a goal of GECS for pupils to demonstrate appropriate age or grade-level mastery, aligned with state standards, in the following core areas:

Core Academic Areas

- **Mathematics:** Students will achieve proficiency in the domains of the California Mathematics Standards, including conceptual understanding, procedural skills, and application in areas such as number and operations, algebraic thinking, geometry, and statistics. They will engage in the Mathematical Practices, such as reasoning abstractly, constructing arguments, and modeling with mathematics, to solve real-world problems. Our goal is that all students will show at least one year's growth on the schoolwide assessments annually.
- **Language Arts:** Students will achieve proficiency in the California English Language Arts Standards, demonstrating mastery in reading, writing, speaking, and listening. They will read and analyze complex texts across genres, write for a variety of purposes, and use evidence-based reasoning. Students will integrate literacy skills across disciplines, including science, social studies, and technical subjects, to meet the College and Career

Readiness Anchor Standards. Our goal is that all students will show at least one year's growth on the schoolwide assessments annually.

- **Science:** Students will achieve proficiency in the Next Generation Science Standards, focusing on the three dimensions of science learning: disciplinary core ideas (physical, life, earth, and space sciences), crosscutting concepts (patterns, cause and effect, etc.), and science and engineering practices (developing models, analyzing data, and designing solutions). Students will apply these skills to real-world scientific problems through hands-on investigations and projects.
- **Social Studies:** Students will achieve proficiency in the California History-Social Science Standards by exploring historical, geographic, economic, and civic concepts. They will analyze primary and secondary sources, evaluate differing perspectives, and understand the interconnections of global and local histories. Students will apply these skills to become informed, engaged citizens through projects, presentations, and written assessments.

Additional Educational Opportunities

In addition to core academic areas, students will have diverse opportunities to pursue their interests and develop skills through a broad selection of specialized courses and programs, including:

- **World Language:** Students can develop proficiency in speaking, reading, writing, and listening comprehension in one or more languages other than English, preparing them for global communication and cultural understanding.
- **Visual and Performing Arts:** Students will explore and refine their creative talents through classes in visual arts, media arts, music, theater, and dance, fostering an appreciation for artistic expression and cultural heritage.
- **STEM Electives:** Students may engage in hands-on learning experiences that deepen their knowledge in science, technology, engineering, and mathematics, including coding, robotics, and environmental science.
- **Career and Technical Education :** Students will have access to practical, career-focused courses in various industry pathways, equipping them with skills for future career paths.
- **Health and Physical Education:** Students will develop lifelong fitness habits and health awareness through physical education and wellness courses.
- **Life Skills Development:** Students will have opportunities to build essential life skills, including financial literacy, job readiness, effective communication, and leadership.

At Golden Eagle Charter School, our goal is to empower students to achieve their full potential by fostering essential skills and values that prepare them for success in a dynamic world. Our graduates embody three core outcomes: they are **Effective Communicators** who excel in oral, written, and technology-mediated communication; **Critical Thinkers** who approach challenges with creativity, perseverance, and analytical rigor; and **Lifelong Learners Dedicated to Excellence**, with a commitment to personal growth, community engagement, and lifelong success.

Golden Eagle Charter School Schoolwide Learner Outcomes

Golden Eagle Charter School graduates will be:

- **Effective Communicators:**
    - Read skillfully and engage with texts.

    - Write confidently and effectively for various purposes.
    - Speak effectively and deliver clear presentations.
    - Listen actively and thoughtfully.
    - Collaborate and resolve conflicts in group settings.
    - Use technology to share ideas and communicate effectively.
- **Critical Thinkers:**
    - Solve complex problems using perseverance and creative strategies.
    - Analyze and synthesize information from diverse sources.
    - Apply mathematical concepts to real-world problems.
    - Conduct effective research and evaluate the validity of information.
- **Lifelong Learners Dedicated to Excellence:**
    - Demonstrate awareness of their unique skills, talents, and interests.
    - Pursue postsecondary education or career opportunities.
    - Make informed financial and lifestyle choices.
    - Appreciate and participate in the arts.
    - Engage in their communities with responsibility and respect.
    - Demonstrate cultural awareness and embrace diversity.

Assessment and Progress Monitoring

GECS has established standards-based, grade-level targets for all core academic areas, as well as for required high school courses and enrichment programs such as visual and performing arts, physical education, and foreign languages. Learning targets are presented to students at the beginning of each course and serve as goals for attainment.

- **Progress Reporting:** Teachers provide quarterly progress reports documenting materials used, assignments, assessments, and grades.
- Schoolwide Assessments: Students are assessed in language arts and mathematics at the beginning, middle, and end of each academic year to systematically evaluate knowledge of California State Standards. These assessments guide personalized instruction, identify areas for remediation when necessary, and provide data on student growth.
- **Growth Expectations:** Students are expected to demonstrate at least one year of academic progress annually in math and language arts. Subgroup progress will also be monitored to ensure equitable outcomes across all demographics, including any racial significant subgroup, students with disabilities, and socioeconomically disadvantaged students.
- **Performance Goals:** GECS sets annual schoolwide performance goals for math and language arts based on analysis of CAASPP and other statewide assessment data. The Charter School aims to meet or exceed the growth targets outlined in the California School Dashboard and will continuously evaluate its performance in comparison to schools serving similar populations.
- **Alignment with State Priorities:** The measurable pupil outcomes align with the eight state priorities described in Education Code Section 52060(d):
    1. Basic services (qualified teachers, instructional materials, and facilities).
    2. Implementation of state standards.
    3. Parent engagement.
    4. Pupil achievement (test scores, college readiness).
    5. Pupil engagement (attendance, dropout rates).
    6. School climate (suspension/expulsion rates, safety).

7. Access to a broad course of study.
8. Outcomes in a broad course of study.

By ensuring that every student has access to a flex-based learning plan and rigorous academic and life skill development, GECS prepares students to succeed academically, personally, and professionally in the 21st century.

High School Graduation Requirements

All high school students receiving a diploma from GECS must complete the State High School requirements (Education Code Section 51225.3). GECS graduation requirements are:

2025-26 through 2029-30	**2030-31 and beyond**
40 Language Arts 30 Mathematics (including successful completion of Algebra I or Math I) <u>Science</u> 10 Life Science 10 Physical/Earth Science <u>Social Science</u> 10 World History 10 US History 5 US Government 5 Economics <u>Life Skills</u> 20 PE 5 Senior Seminar 75 Electives: Including 1 course worth 10 credits in Visual/Performing Arts, World Language or Career Technical Education. 220 Credits Total	40 Language Arts 30 Mathematics (including successful completion of Algebra I or Math I) <u>Science</u> 10 Life Science 10 Physical/Earth Science <u>Social Science</u> 10 World History 10 US History 5 US Government 5 Ethnic Studies <u>Life Skills</u> 20 PE 5 Senior Seminar 5 Personal Finance 70 Electives: Including 1 course worth 10 credits in Visual/Performing Arts, World Language or Career Technical Education. 220 Credits Total

A-G Courses, and AP Courses

GECS maintains a list of courses approved by the UC Office of the President to meet a-g requirements. These courses are open to all GECS students, and students are encouraged to complete a-g requirements. While GECS does not typically offer Advanced Placement (AP) courses, students who wish to take an AP course can work with their EF to identify an online course and the academic advisor will facilitate administration of the AP exam at the end of the course.

ELEMENT 3: METHODS OF MEASURING STUDENT OUTCOMES

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 47605.6(b)(5)(C)*

GECS affirms that 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 ("SARC").

Assessment

Assessment should promote and support reflection and self-evaluation on the part of students, staff, and parents. GECS recognizes the important role of assessment. Appropriately selected and administered assessment instruments such as our schoolwide assessment system, CAASPP, the California Science Test ("CAST"), and ELPAC, provide information that is critical in order to make meaningful placement decisions, document student growth, assist credentialed teachers in making effective decisions about instructional content and pacing for individual students and evaluate overall program effectiveness. All of these assessments are completed for the purpose of evaluating whether the Charter School is meeting its school-wide performance goals. While all students will fulfill educational requirements by graduation, all will progress at different rates using a course of study in compliance with their interests, goals and abilities. A credentialed teacher will assess student progress using a variety of methods, which may include:

- Evaluation and grading of course-specific assignments
- Observation of student performance and discussion-based assessments
- Norm and criterion-referenced tests including schoolwide assessments
- Oral presentations
- Student portfolios
- CAASPP, CAST, and ELPAC testing

GECS's success shall be measured not only by absolute levels of achievement, but also by comparative measures against students in the county and the state who have backgrounds and demographics similar to GECS students. This comparison will be based on CAASPP results, as that is the only assessment tool common to all schools in this county.

Schoolwide Assessment

Near the beginning, middle, and end of every school year, students are administered the schoolwide assessment in Math and Language Arts. These tests systematically assess a student's knowledge of State Standards. The results of the schoolwide assessment can be used to assess academic support needs. Schoolwide assessment is also calibrated to the CAASPP tests, so it can be used as a predictor of student performance on the CAASPP.

Ongoing Assessment
On an ongoing basis, students are provided with various forms of individual course level assessment, including norm referenced tests, criterion referenced tests, parent and teacher observation, performance-based skill demonstrations, self-reflection and feedback on completed projects. Approximately every 9 weeks, teachers create a report of student progress.

Statewide Testing
GECS students participate in required State Testing, currently the CAASPP. 3rd-8th grade and 11th grade students engage in the annual Smarter Balanced System of Assessments under CAASPP in math and language arts. Additionally, students will take the CAST in grades five and eight and once in high school. Students in grades 5, 7, and 9 complete the physical fitness assessment. These state mandated tests give GECS another perspective on student achievement and insight into how to direct Charter School resources.

ELPAC
Designated EL students complete the ELPAC test annually, as required, until they are classified as English Proficient. See EL program above for more information.

Selection of Assessment Materials
The Executive Director and the Assistant Executive Director, with input from the Executive Council, Leadership Team, and other staff members, make decisions about selection of assessment materials.

Grading Policy
Grades, tracked by teachers using gradebooks, are given at GECS on a semester basis through the dissemination of report cards and transcripts. In addition, students are given progress reports at mid-semester. Students in grades TK-7 are given indications of levels of mastery of the California State Standards. Students in 8th grade are given report cards which include letter grades: A - outstanding achievement, B – above average achievement, C - average achievement, D - below average achievement and F – no achievement. Students in Grades 9-12 are given grades A - F as above, and credits. Credits are awarded based on the quantity of content completed for that course. Grades are awarded based on the quality of student work.

Collection and Analysis of Data

The Executive Council gathers, summarizes and does preliminary analysis of data collected from the schoolwide assessments, CAASPP, and ELPAC testing. The Executive Council utilizes the data and subsequent analysis to develop action plans for improvement which are then shared with staff for implementation. The Executive Council reviews action plans for effectiveness, then works with staff to revise delivery in a cycle of continuous improvement.

Communicating Data to Stakeholders

The Executive Director and Assistant Executive Director closely monitor all testing and data collection. They summarize the data and present regularly to the Governance Council, the Executive Council, teaching staff and the Leadership Team. Individual assessment results, such as the schoolwide assessment, ELPAC, and CAASPP, are shared with students and parents. GECS publishes the schoolwide performance data annually in the SARC on the Charter School's website. In addition, schoolwide performance data is presented to all stakeholders as pursuant to

Education Code 60602.5(a)(4): *"Provide information to pupils, parents or guardians, teachers, schools, and local educational agencies on a timely basis so that the information can be used to further the development of the pupil or to improve the educational program."*

ELEMENT 4: LOCATION OF CHARTER SCHOOL FACILITIES

Governing Law: *The location of each charter school facility that the petitioner proposes to operate. Education Code Section 47605.6(b)(5)(D).*

The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605.6(h).

GECS's Main Office, Library, Student Support and Mt. Shasta Tk-8 Program is located at: 1030 W A Barr Rd., Mt. Shasta, CA, 96067.

The Mt. Shasta 9-12 Program is located at: 2226 S. Mt. Shasta Blvd., Mt. Shasta, CA, 96067 and shall be moved to 1030 W A Barr Rd., Mt. Shasta, CA, 96067 as soon as possible.

The Yreka Learning Center 5-12 Program & Homeschool Classes is located at: 1515 South Oregon, Suite A, Yreka, CA, 96097.

Golden Eagle Materials & Support is located at: North County Resource Library; 845 4th Street, Yreka, CA 96097.

All facilities utilized by GECS are inspected to comply with health & safety, ADA, and all other applicable requirements.

ELEMENT 5: 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 47605.6(b)(5)(E)*

The Charter School will be a directly funded independent charter school and will be operated as a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of this charter.

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

The Charter School Articles of Incorporation and Corporate Bylaws are attached as Appendix #1, and the Charter School's Conflict of Interest Code is attached as Appendix #2.

The governance structure is composed of the GECS Governance Council, the Executive Council, and the GECS Executive Director.

Governance Council

The GECS Governance Council shall consist of 3- 5 council members, unless changed by amendment to the corporate bylaws. The Governance Council serves as the corporate board of directors. Each member shall serve a three (3) year term, as outlined in the corporate bylaws. Siskiyou County Board of Education may select a representative to the Governance Council in accordance with Education Code Section 47604(c). If SCBE chooses to do so, the Charter School may appoint an additional Council member to ensure that the Council is maintained with an odd number of members.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Council 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 Council shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

Governance Council Meetings and Duties

The Governance Council is governed in its operations and its actions by the corporate bylaws of GECS, which are consistent with the terms of the charter, the Charter Schools Act, and all other applicable laws. The Council will meet regularly (except during the summer) and in accordance with the Brown Act and Education Code Section 47604.1(c). The Governance Council has final authority for all aspects of GECS's operation and educational program and shall adopt all policies

necessary or convenient for the operation of GECS. The roles and responsibilities of the Governance Council include but are not limited to:

- Finance
    - Monitor fiscal solvency and management.
    - Approve the GECS budget: Preliminary, First Interim, Second Interim, Unaudited Actuals, and Annual Audit.
    - Approve fiscal policies.
    - Approve contracts or purchases according to the GECS Fiscal Policies & Procedures Manual.
- Students
    - Educational Program
        - Monitor student performance.
        - Ensure programs and operations align with mission and vision.
    - Student Discipline - hear expulsions
- Personnel
    - Hire/supervise/discipline/evaluate dismiss the Executive Director and Assistant Executive Director.
    - Approve personnel policies including but not limited to salaries and benefits.
    - Review and address high level/escalated personnel disputes and complaints filed against the Executive Director and/or Assistant Executive Director.
- Facilities
    - Enter into financing and building contracts.
    - Approve facilities construction.
- Policies and School Plans
    - Approve other policies and plans necessary for the operation of the Charter School including but not limited to safety plans, health and wellness policy, grant-related plans that require Governance Council approval, etc.
- Legal
    - Work with the Executive Director and legal counsel to address potential and/or actual legal matters.

The membership, voting rights, term etc. of the Governance Council members are delineated in the corporate bylaws.

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

The Charter School 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, Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations.

The Governance Council will attend training for the purposes of training individual Council members on their responsibilities with topics to include, at minimum, ethics (AB 2158 (2022)), conflicts of interest and the Brown Act.

Amendments to the Charter

The GECS Governance Council may make amendments to this Charter by majority vote. Material revisions of the provisions of this Charter must be submitted for approval by SCBE. Applications to materially revise the charter may be submitted at any time during the term of the approved charter. Any additional locations that will be used for Charter School operations must be approved by SCBE as a material revision of the charter.

Executive Council

The Executive Council is led by the Executive Director and includes school administrators and supervisors and has the roles and responsibilities including but not limited to:

- Educational Program
    - Promotes high academic standards for all students
    - Works to ensure academic programs are implemented to maximize student performance, while maintaining the three tenets of the school: rigor, relationships, and relevance.
    - Plans and implements continuous improvement strategies.
- Fiscal Management
    - Review and recommend budget priorities.
- Legal Compliance
    - Review and provide input on important school documents and plans including the Charter, the Local Control Accountability Plan (LCAP), the Western Association of Schools and Colleges (WASC) Action Plan, etc.
- Personnel Management
    - Provides input on overall hiring regarding positions needed.
    - Conducts prospective employee interviews, as appropriate.
    - Reviews and makes recommendations regarding the Employee Handbook and EF Operations Manual.
    - Develops and implements professional development.
- Leadership
    - Works to implement the vision and mission of the Charter School.
    - Works to execute the Charter School's strategic plan, LCAP, WASC Action Plan.
    - Works to promote equity and inclusion and prioritize the balance of the Charter School's populations including those who reflect the demographics of the community.
- Facilities:
    - Make recommendations on facility needs including maintenance and upgrades.
- Health and Safety
    - Keeps current with all health and safety laws and regulations and ensures they are implemented in the Charter School.
    - Works with other administrators and school staff to implement health and safety precautions.

Leadership Team

The Leadership Team, led by the GECS Assistant Executive Director, will include the following GECS Staff:

- 2-4 Educational Facilitators/Class Teachers, representing different geographic locations and school programs to ensure all grade levels and programs are represented.
- 1-2 Program Managers, so that there is representation from different geographic and grade levels of the programs at GECS.
  Up to 3 additional members, as dictated by the needs of the school.

In addition, GECS staff that specialize in math, reading, special education etc. are valuable participants at Leadership Team meetings and may be required to attend, as regular job duties. Leadership team members serve a term of three (3) years.

If the number of interested staff members exceeds the available Leadership Team positions, members shall be selected by a vote, at the beginning of the school year, by the staff that the position represents (i.e. Homeschool/IS EF's will elect their representatives).

Staff and parents/guardians are encouraged to attend meetings or give input through their program's leadership team representative. During each Leadership Team meeting, time will be allocated for public comment, so people can bring up concerns that are not part of the regular agenda.

The roles and responsibilities of the Leadership Team include but are not limited to:

- Data Review and Student Performance
  - Reviews and analyzes data from assessments, surveys, and other measures of student and institutional performance.
  - Provides recommendations to improve student performance.
- Instructional goals
  - Annually reviews and updates school's instructional goals.
- Safety committee/Wellness committee
  - Reviews school safety, wellbeing, and health practices and policies.
- Advisory
  - Considers and provides input on relevant matters of school operations.
  - Operates as the Charter School Site Council.
  - Reviews and gives input on select school plans and documents such as the LCAP, the Local Indicators, the Parent Involvement Policy, etc.

Executive Director

The GECS Executive Director fulfills job duties similar to a district superintendent. The Executive Director acts as the contact person for the Charter School, and the main liaison between the County and GECS.

The Executive Director, reporting to the Governance Council, is the highest administrator responsible for the Charter School's vision, educational excellence, financial stability, and fostering relationships with all stakeholders. The responsibilities of the Executive Director are clearly delineated by the GECS Governance Council and listed in the corporate bylaws and include but are not limited to the following:

- **Educational Program**: Ensures high academic standards, oversees the implementation of effective programs, prioritizes continuous improvement, and maintains WASC accreditation.

- **Fiscal Management**: Manages all fiscal operations, including budget development, compliance with accounting principles, reporting, grants, and contracts.
- **Legal Compliance**: Stays updated on applicable laws, ensures the Governance Council adopts required policies, and trains staff on relevant policies and procedures.
- **Personnel Management**: Oversees all personnel matters, fosters a supportive culture, ensures competitive compensation, and ensures compliance with HR laws and best practices.
- **Leadership**: Implements the Charter School's mission, leads staff effectively, oversees daily operations, manages the strategic plan, and promotes equity and inclusion.
- **Governance**: Maintains strong relations with the Governance Council, prepares Council agendas, communicates risks, leads the Executive Council in implementing strategic goals and works with the Assistant Executive Director to oversee the Charter School's Leadership Team.
- **Facilities**: Ensures adequate facilities for all programs and supports administrators in maintaining facilities per legal and policy requirements.
- **Health and Safety**: Prioritizes the health and safety of students and staff, staying current on relevant laws and implementing necessary precautions.

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

School Leaders

- **Assistant Executive Director -** The Assistant Executive Director is a high-level administrator working directly under the Executive Director to oversee a high-quality academic program, manage staff training and development, and ensure the Charter School is operating in compliance with all accreditation and legal requirements.
- **Program Manager -** A *program* is a GECS educational pathway that centers around a group of students (usually within a grade range), a learning center, and a designated staff who teach small group classes and facilitate other learning experiences. The GECS Program Manager is responsible for overseeing nearly all aspects of the Charter School program as a principal would in a traditional public school. Program Managers report directly to the Executive Director.
- **Office Manager -** The Office Manager oversees office procedures, orders school operating supplies and equipment and supervises office personnel, food service personnel, and the custodian/maintenance personnel. The Office Manager reports directly to the Executive Director.

GECS Staff

Under the guidance of school leadership, all staff—including teachers, academic and mental health counselors, Career Technical Education Coordinator, Community Schools Coordinator, office personnel, custodians and maintenance staff, and food service worker work collaboratively to deliver academic programs in well-maintained facilities. These programs are supported by a range of services, including academic and mental health support, nutritious meals, and other resources designed to help students succeed.

An organizational chart illustrating the Charter School's governance and administrative structure is included as Appendix #3. It reflects reporting relationships between the Governance Council, Executive Director, Assistant Executive Director, Program Managers, and school staff.

Parent/Guardian Involvement

Golden Eagle Charter School values the essential role of parents and guardians in shaping a supportive, student-centered learning environment. The Charter School offers multiple avenues for parent input and participation in school decision-making. Although highly encouraged, a student's parent/guardian's participation in the engagement opportunities provided by GECS is not a requirement of student admission or continued enrollment at GECS.

Parent Input Structures

Leadership Team Input Opportunities:

The GECS Leadership Team, led by the Assistant Executive Director, is composed of selected staff members representing diverse grade levels, programs, and geographic areas. While parents do not serve as formal members of the Leadership Team, they are encouraged to engage in the process by:

- Attending meetings, which are open to staff and families.
- Participating in public comment, a regular agenda item at each meeting.
- Providing feedback to their designated program representative (such as their Educational Facilitator or Program Manager), who brings their input to the Leadership Team or Executive Council.

The Leadership Team serves as the Charter School's advisory body and site council, reviewing instructional goals, safety policies, and school plans such as the LCAP, Local Indicators, and Parent Involvement Policy.

Ongoing Conversations with EFs and Program Managers:

Regular meetings between families and their Educational Facilitators or Program Managers offer an important channel for parent input. These conversations help guide both individual student learning and broader school decisions.

Surveys and Stakeholder Feedback:

Parents are invited to participate in annual school climate and LCAP surveys and are often engaged through targeted feedback sessions. This input is used to evaluate program effectiveness and inform schoolwide goals.

Open Board Meetings and Public Comment:

The GECS Governance Council holds meetings in accordance with the Brown Act, and parents are welcome to attend and speak during public comment periods or submit written input to be considered by the board.

Enrollment Assurances:

GECS affirms that parental involvement is encouraged but not required for admission or continued enrollment. In compliance with Education Code Section 47605.6(n), all parents and guardians are notified that participation in volunteer opportunities or advisory input is voluntary and does not affect a student's enrollment status.

ELEMENT 6: EMPLOYEE QUALIFICATIONS

Governing Law: *The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605.6(b)(5)(F)*

Overall Qualifications

GECS is an equal opportunity employer. It is the policy of GECS to be nonsectarian in employment practices and all GECS operations. GECS shall not discriminate in the basis of gender, gender expression, nationality, race or ethnicity, creed, color,
religion, national origin, ancestry, sex, sexual orientation, age, physical or mental disability, marital status, citizenship status, medical condition, or any of the characteristics contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, equal rights, and opportunities in the educational institutions of the state. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees. All employees are subject to state and federal employment laws.

Golden Eagle Charter School is a mission-driven school. For administrators, teachers, and all non-teaching staff, a passionate commitment to the Charter School's mission, beliefs, parameters, and strategic objectives is of paramount importance.

Administrator Qualifications

All administrators (including the Executive Director and the Assistant Executive Director) at GECS shall possess leadership abilities and comprehensive educational values that are consistent with the Charter School's vision, philosophy, and educational program.

a. **Executive Director**
   The Executive Director shall possess a Master's Degree in Education, or other appropriate Master's Degree, or Preliminary or Clear Administrative Services Credential. Additional job qualifications are listed in the Executive Director job description.
b. **Assistant Executive Director**
   The Assistant Executive Director shall possess a working knowledge of the legal requirements for charter school operations. A Master's Degree in Education or other appropriate Master's Degree, or Preliminary or Clear Administrative Services Credential is preferred. Additional job qualifications are listed in the Assistant Executive Director job description.
c. Program Manager
   Program Managers must possess a California Teaching Credential, an Administrative Services Credential or other school administrative experience is preferred.

Teacher Qualifications

Golden Eagle Charter School shall comply with Education Code Section 47605.6(l)(1), which states:

- Teachers in charter schools shall be required to hold the CTC certificate, permit, or other document required for the teacher's certificated assignment.

These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by 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 assigned to independent study programs, such as GECS, under Education Code 44865(k) must hold a valid teaching credential, and the assignment requires the teacher's consent.

Instructional Support Staff

GECS 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 teachers , and as such may not assign grades or approve student work assignments. All non-instructional staff will possess experience and expertise appropriate for their position with the Charter School as outlined in the Charter School's adopted personnel policies and job specifications.

Staff Selection

All interested applicants are required to submit a complete application packet. Complete application packets will be screened by the Charter School's hiring committee, appointed by the School Executive Director, or designee. Based on screening results, applicants will be selected to interview for specific positions by the hiring committee. Depending on the position and circumstances, candidates may be requested to teach a demonstration lesson. If it is logistically difficult, the Hiring Committee may consider videotaped lessons or teleconference interviews. A comprehensive reference check, which includes the candidate's most recent direct supervisor, will be conducted prior to any offer of employment.

Professional Development for All Staff

Golden Eagle Charter School is committed to providing high-quality, ongoing professional development ("PD") that supports instructional excellence, strengthens the flex-based learning model, and ensures equitable outcomes for all students. The PD program is guided by student achievement data, educator feedback, and state priorities, including the California Standards for the Teaching Profession ("CSTP").

Scope and Structure

Professional development is offered throughout the year via:

- Annual in-service days at the start and during the school year
- Ongoing monthly trainings aligned with schoolwide goals
- Targeted small-group sessions focused on curriculum, intervention, or compliance
- Individual coaching and mentoring by the Assistant Executive Director, Program Managers, and lead teachers

- External workshops and conferences, including those supporting charter-specific compliance and innovation

New Educational Facilitators receive onboarding that includes training on independent study, student support systems, data platforms, and instructional expectations.

Alignment to Core Instructional Design
PD is structured to reinforce GECS's instructional model, which is centered on individualized learning, student agency, and standards-based instruction. Training topics include:

- Designing rigorous, personalized learning plans aligned to California Content Standards
- Supporting flex-based instruction through effective use of digital and print curriculum
- Monitoring progress and adjusting instruction based on formative and summative assessments
- Embedding critical thinking, student choice, and real-world relevance into core instruction

Teachers also receive ongoing support in administering and interpreting benchmark assessments and using data to inform instruction and intervention.

Supporting Subgroup Needs
GECS provides targeted training to help educators meet the needs of diverse learners, including:

- English Learners:
  PD focuses on integrated and designated ELD strategies, language scaffolding techniques, and progress monitoring using the ELPAC and classroom-based measures.
- Students with Disabilities :
  PD includes training on instructional accommodations, co-teaching models, collaboration with special education staff, UDL, and use of adaptive technology.
- Socioeconomically Disadvantaged Students:
  Educators are trained to build strong relationships, implement trauma-informed practices, and leverage resources to support engagement, access, and academic growth.

All training is designed to ensure compliance with applicable laws (e.g., IDEA, Section 504, AB 130 (2021)) and to build staff capacity to deliver inclusive, high-quality instruction to all students.

Professional Development for All Staff Roles
In addition to teacher-specific training, GECS provides professional development opportunities for all staff to ensure program coherence and consistent implementation of schoolwide priorities. Program Managers and administrators participate in leadership development sessions focused on instructional coaching, data analysis, compliance, and program evaluation. Support staff, including instructional aides and specialists, receive training in intervention strategies, progress monitoring, and behavior support. Special education staff participate in sessions on compliance, inclusive practices, and collaboration with general education teachers. Classified and office staff receive job-specific training related to technology systems, school safety, communication protocols, and customer service. Professional learning is aligned to each staff member's role and contributes to the overall success of GECS's flex-based learning model.

Evaluation

All staff are evaluated regularly through established evaluation procedures. Whether or not staff have been evaluated does not change a GECS at-will employment relationship with the Charter School. GECS reserves the right to release an employee at-will at any time, for any legal reason, and with or without notice.

ELEMENT 7: HEALTH AND SAFETY POLICIES AND PROCEDURES

***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)** For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (M), 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 (N) of paragraph (2) of subdivision (a) of Section 32282.**(iii)** That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605.6(b)(5)(G)*

In order to provide safety for all students and staff, Golden Eagle Charter School shall adopt and implement health and safety procedures and risk management policies, and a School Safety Plan in consultation with its insurance carriers and risk management experts. The Charter School's most recent School Safety Plan is attached as Appendix #5.

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

Employees

Procedures for Background Checks
Employees and contractors of Golden Eagle Charter School complies will 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. GECS shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Executive Director of GECS or their designee shall monitor compliance with this policy, and will report to the GECS Governance Council on a regular basis. The Governance Council Chair shall monitor the fingerprinting and background clearance of the Executive Director. 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 an employee. The Charter School will comply with all state and federal laws concerning the maintenance and disclosure of employee records.

Role of Staff as Mandated Child Abuse Reporters
All employees at GECS will be mandated child abuse reporters and will follow all applicable reporting laws. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination
Employees and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and

working with students, and for employees at least once each four (4) years thereafter, as required by Education Code Section 49406.

Drug Free/Alcohol Free/Smoke Free Environment
GECS shall function as a drug, alcohol and smoke free environment.

Students

Immunizations and Health Screenings
All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster. Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication at School
Students requiring prescription medications and other medicines during school hours are accommodated in accordance with applicable policies and procedures.

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

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

Diabetes
The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

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

4. A description of treatments and prevention of 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 to incorporate best practices identified by the California Department of Education's model policy, as revised.

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

Menstrual Products
The Charter School shall stock the school's restrooms 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 this 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
On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites 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.

School Meals
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 adequate time to eat as determined by the Charter School in consideration of available guidance.

California Healthy Youth Act
The Charter School will 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 schoolsite. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and/or learning platforms at the beginning of each school year.

Bloodborne Pathogens
GECS shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the Charter School. GECS will establish an 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 body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

Comprehensive Discrimination and Harassment Policies and Procedures
GECS 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. GECS shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable and required by law, and to each staff member staff at the beginning of the first quarter or semester of the school year, at the time that there is a new employee hired, and when there are any updates to the GECS Employee Handbook. 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 schoolsite and in public areas at the schoolsite 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.

School Safety Plan
GECS 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 addresses the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section
32282(a)(2)(A)-(N):

a. child abuse reporting procedures
b. routine and emergency disaster procedures
c. policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
d. procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
e. a discrimination and harassment policy consistent Education Code Section 200
f. provisions of any schoolwide dress code that prohibits pupils from wearing "gang-related apparel," if applicable
g. procedures for safe ingress and egress of pupils, parents, and school employees to and from the Charter School
h. a safe and orderly environment conducive to learning
i. the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605.6.
j. procedures for conducting tactical responses to criminal incidents
k. procedures to prepare for active shooters or other armed assailants by conducting a drill, if thus topic is covered in the School Safety Plan
l. procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the Charter School, at an activity sponsored by the Charter School, or on a schoolbus serving the Charter School
m. procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
n. a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose.

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

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

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Facility Safety

GECS shall comply with
Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code . Fire inspections at the Charter School facilities shall be conducted in compliance with all applicable laws and regulations. GECS will annually test sprinkler systems,
fire extinguishers and fire alarms at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 in compliance with all applicable laws and regulations.

Supporting LGBTQ Students

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

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Workplace Violence Prevention Plan

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

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.

Athletic Programs

In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator.

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

Further, the Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. Coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

Transportation Services

The Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Extreme Weather Policy

On or before July 1, 2026, the Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

ELEMENT 8: 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 county board of education to which the charter petition is submitted. Education Code Section 47605.6(b)(5)(H).*

Golden Eagle Charter School strongly believes that a diverse student body reflective of the population of the surrounding geographic area enhances the educational experience for all learners. Students benefit from engaging with peers who have a variety of life experiences, perspectives, and backgrounds. GECS is committed to maintaining strong academic outcomes while serving a student population that reflects the County's: racial and ethnic population; and students with special education needs, those who are English learners, including redesignated fluent English proficient students, and those students who reflect socioeconomic diversity of Siskiyou County. GECS consistently enrolls a high percentage of socioeconomically disadvantaged students with over 75% of enrollees in 2024, per the Dashboard. GECS works to ensure that all students, including those from historically underserved populations, have equitable access to its educational program.

To ensure equitable access and increase awareness of its educational program, GECS may take the following actions to recruit and welcome students from across the county:

- Conduct open houses and informational meetings in varied locations, such as public libraries, community resource centers, and towns throughout Siskiyou County, to ensure families in all regions have access to in-person information.
- Develop and distribute promotional materials that are accessible, culturally inclusive, and reflect the diversity of the County.
- Translate informational materials into languages other than English, as needed, to support families for whom English is not the primary language.
- Collaborate with community organizations and service agencies that work with families from different racial, socioeconomic, and linguistic backgrounds.

GECS reviews its enrollment annually to evaluate whether its student population continues to reflect the overall diversity of Siskiyou County, including comparisons related to race, ethnicity, socioeconomic status, English language proficiency, and disability status. If disparities are identified, the Charter School will review its outreach strategies and adjust them as appropriate to ensure inclusive access and representation. This process may include expanding outreach locations, updating communication strategies, or developing additional community partnerships.

ELEMENT 9: INDEPENDENT FINANCIAL AUDIT

Governing Law: *The manner in which annual, independent financial audits shall be conducted, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved. Education Code Section 47605.6(b)(5)(I)*

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605.6(b)(5)(I) and 47605.6(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, and 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.

Annual fiscal audits of GECS will be conducted by an independent auditor. The Charter School will select an independent auditor through a request for proposal format. The Executive Director will be responsible for contracting with the auditor and overseeing the independent audit. The auditor will have, at a minimum, a CPA and experience in education finance and/or educational institution audit, and, ideally, in independent study charter schools, and be approved by the State Controller on its published list as an educational audit provider.

The audit will verify the accuracy of the Charter School's financial statements, attendance and enrollment practices, and will review the Charter School's internal controls, according to generally accepted accounting principles.

The annual audit will be completed and forwarded to the Siskiyou County Office of Education, the State Controller, and the California Department of Education by December 15th of each year. GECS's Governance Council will review any audit exceptions or deficiencies, and all procedures and processes that caused the exceptions and/or deficiencies will be resolved in accordance with state law. A report detailing how the deficits or exceptions have been, or will be resolved, along with an anticipated timeline for the same, will be forwarded to the County within three (3) months of the auditor's report. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is public record to be provided to the public upon request.

ELEMENT 10: STUDENT DICIPLINE, 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 is consistent with all of the following:*

i. For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

ii. For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

l. Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

ll. Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is 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 47605.6(b)(5)(J)

Restorative Practices

Golden Eagle Charter School focuses on restorative practices and social emotional learning as it relates to our retention and disciplinary methods. Restorative practices at GECS focus on the needs of those affected, the offender, as well as the surrounding community. Restorative practices in schools emphasize repairing the harm caused by negative behavior using cooperative processes that include all stakeholders; it means involving students in designing and implementing disciplinary processes that take into account what's best for the student and the community. As much as possible, GECS staff will seek to utilize restorative practices in response to any violations of school values. Furthermore, GECS will be focused on reducing suspensions and protecting student learning.

Even if suspension is deemed the most appropriate disciplinary action, we aim to keep students in school with a teacher to ensure instructional minutes are not lost. We will also work to restore students to the Charter School community even after strong disciplinary actions such as suspensions.

Suspension and Expulsion

In order to promote the learning and protect the safety and well-being of all students in the Charter School, Charter School staff shall enforce disciplinary rules and procedures for student suspension and expulsion in accordance with the GECS Suspension and Expulsion Policy and Procedure (Appendix #6), adopted by the Governance Council. The Suspension and Expulsion Policy may be amended as needed without the need to amend the Charter, provided that the amendments comport with legal requirements. Parents and students are given this Policy within the Parent Student Handbook. The Policy includes a list of the offenses for which students in GECS must and may be suspended or expelled. In preparing this list, GECS has reviewed Education Code Section 48900 *et seq.* and considered the offenses for which students in non-charter public schools may be suspended or expelled. The Suspension and Expulsion Policy and Procedure is updated by the Governance Council as needed or required by law, giving parents, students and staff an opportunity to review and to make recommendations for revisions to the Policy.

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 under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due

process procedures applicable to non-disabled students except when federal and state law mandates additional or different procedures. The Charter School will comply with Section 504, IDEA and all applicable federal and state laws and regulations when imposing any discipline on a student who is identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to IDEA or who is qualified for services under Section 504.

For GECS classes and activities, policies for discipline have been developed with input from parents, students, and staff. These policies are designed to meet the needs of each program, types of activities, and grade levels of students participating. These policies are revisited every school year and updated as needed.

ELEMENT 11: RETIREMENT SYSTEMS

Governing Law: *The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605.6(b)(5)(K)*

Non-certificated employees at GECS shall participate in the federal Social Security system and the Public Employees' Retirement System ("PERS"). Certificated employees who are eligible shall participate in the State Teachers' Retirement System ("STRS"), unless they have been previously vested in PERS. Employees may have access to other school-sponsored retirement plans, according to policies developed by GECS's Executive Director and Governance Council and adopted as the Charter School's employee policies. GECS makes all employer contributions as required by STRS, PERS, and federal social security.

ELEMENT 12: DISPUTE RESOLUTION PROCEDURES

Governing Law: *The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter. Education Code Section 47605.6(b)(5)(L)*

Intent

The intent of this dispute resolution process is to (1) resolve disputes within the Charter School pursuant to the Charter School's policies, (2) minimize the oversight burden on the County, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

Public Comments

GECS and the County agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Internal Disputes within GECS

Disputes arising from within GECS, including all internal disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Governance Council members, shall be resolved pursuant to internal dispute resolution policies and processes developed by the Charter School. The Charter School shall also maintain a Uniform Complaint Policy and Procedures and Title IX complaint procedures, as required by state and federal law, respectively. The County shall not formally intervene in any such internal disputes without the consent of the GECS Governance Council and shall refer any complaints or reports regarding such internal disputes to the Governance Council or the GECS Executive Director for resolution in line with the Charter School's policies. The County, however, retains the right to conduct independent inquiries into disputes or complaints against GECS as a function of oversight responsibility.

Disputes between GECS and the County

In the event that GECS and the County have disputes regarding the terms of this charter or any other issue regarding the Charter School and the County's relationship, both parties agree to follow the process outlined below.

In the event of a dispute between GECS and the County, the staff and Governance Council of GECS and the County agree to:

1) Within ten (10) business days, frame the issue in written format ("dispute statement") and refer the issue to the County Superintendent and the GECS Executive Director, or their respective designees. In the event that the County believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, this shall be specifically noted in the written dispute statement. 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 County's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

2) Within ten (10) business days following, the Executive Director and Superintendent, or their respective designees, shall informally meet and confer in an attempt to resolve the dispute.

3) In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards, who shall jointly meet with the County Superintendent and the GECS Executive Director and attempt to resolve the dispute. This meeting shall occur not later than ten (10) business days days following the previous meeting.

4) If the joint meeting fails to resolve the dispute, the County and GECS shall submit the dispute to a mediator within ten (10) business days from the date of the joint meeting. The Superintendent and the Executive Director, or their respective designees, shall agree in writing to the selection of a neutral third-party mediator and the procedure for the mediation. Recommendations of the mediator are non-binding and advisory only. The cost of the mediator will be shared equally between the County and GECS. The mediation shall be held within thirty (30) business days of receipt of the dispute statement.

5) 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 County and the Charter School.

ELEMENT 13: ADMISSION POLICIES AND PROCEDURES

Governing Law: *Admission policy and procedures, consistent with [Education Code Section 47605.6] subdivision(e). Education Code Section 47605.6(b)(5)(M)*

GECS shall admit all pupils who wish to attend the Chater School. GECS intends to foster for its student population the values and mission of GECS, and inspire commitment to the Charter School's instructional and operational philosophy. GECS shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, and shall not charge tuition or discriminate against any student based on the characteristics listed in Education Code Section 220.

No eligible student shall be turned away from admission to GECS. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. GECS shall comply with all laws establishing the 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 their parent or legal guardian within the state, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605.6(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Eligible students cannot have progressed further than the second letter of the SARB process, as per the County SARB Charter School Policy. Expelled students may also be denied admission, based on the conditions upon which they were expelled from their previous school and their expulsion (or rehabilitation) plan.

When an interested student and their parent/guardian first contacts the Charter School, a meeting with a GECS teacher to discuss enrollment and initial assignments shall be held within ten (10) business days. In most cases, a student and their parent/guardian can be seen within three (3) business days.

After admission, all parents/guardians and the enrolled student sign an independent study parent/student agreement. These signatures indicate an understanding of GECS' philosophy, program, and requirements.

In accordance with Education Code Section 47605.6(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 47605.6(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 47605.6(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 47605.6(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605.6(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605.6(e)(4), and make this notice available to parents.

The Charter School requires students who wish to attend GECS to complete an application form which includes:

- Proof of Residency Form for students residing in the County (to determine eligibility for the admission preference)
- Proof of minimum and maximum age requirements (to determine eligibility for admission into the Charter School)

After admission, GECS requires the student and parent/guardian to complete an enrollment packet which includes:

- Student enrollment form
- Master Agreement – the primary independent study document
- Proof of immunizations
- Home Language Survey
- Completion of Emergency Medical Information Form
- Release of records[1]

In the event that the number of students who wish to attend the Charter School exceeds the Charter School's capacity, admission to the Charter School, except for existing pupils of the Charter School, shall be determined by a public random drawing.

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or "lottery") to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. The drawing shall be held in stages according to admission preference groups in the following order:

1) children, or immediate family members (living in the same house) of current employees;
2) siblings, or immediate family members (living in the same house) of current students;
3) all other students who reside within Siskiyou County
4) all other students who reside in Castella, CA.
5) All other applicants

The Charter School and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605.6(e)(2)(B)(i)-(iv).

The Executive Director will take all necessary efforts to ensure lottery procedures are fairly executed.

[1] In accordance with Education Code Section 47605.6(e)(4)(B), 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.

After the publicized annual open enrollment period, applications submitted by interested students for each grade level are counted. If sufficient seats are available for the grade level, then the interested students are admitted.

Where the number of students who wish to attend the Charter School exceeds the Charter School's capacity for the given grade level, admission to the Charter School shall be determined by a public random drawing (the "Lottery"). Existing students are exempt from any Lottery, unless they were chronically truant in the current school year.

Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

ELEMENT 14: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: *The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school. Education Code Section 47605.6(b)(5)(N)*

No student may be required to attend the Charter School. Students who reside within the County who choose not to attend the Charter School may attend school within their school district of residence according to school district policy or at another school district or school within the County through applicable intra and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School will be informed, in the GECS Student Parent Handbook, that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT 15: EMPLOYEE RETURN RIGHTS

Governing Law: *The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employment of the charter school. Education Code Section 47605.6(b)(5)(O)*

No County employee shall be required to work at GECS. Employees of the County who choose to leave the employment of the County to work at GECS will have no automatic rights of return to the County after employment by the Charter School unless specifically granted by the County through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the County to work in the Charter School that the County may specify, any rights of return to employment in the County after employment in the Charter School that the County may specify, and any other rights upon leaving employment to work in the Charter School that the County determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the County or any other school district or county will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT 16: SCHOOL CLOSDURE PROCEDURES

Governing Law: *The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the 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 47605.6(b)(5)(P)*

Closure of the Charter School will be documented by official action of the Governance Council. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the County, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Governance Council's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the County 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 FERPA. The Charter School will ask the County to store original records of Charter School students. All records of the Charter School shall be transferred to the County upon Charter School closure. If the County will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value,

an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C.§ 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the County, or County property, will be promptly returned upon Charter School closure to the appropriate entity. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Governance Council 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.

As specified by the Budget, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

Governing Law: *The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605.6(h).*

Budgets

The July 2025-26 operational budget is attached as Appendix #7. This budget includes a three-year budget projection showing the proposed budget for 2026-27, which will be the first year of the renewed charter. Budget notes are included that clearly describe the assumptions of revenue estimates, including the basis for average daily attendance estimates and staffing levels. Cash flow and financial projections are included, including a reserve equivalent to that required by law for a school district of comparable size.

Financial Reporting

GECS shall provide reports to the County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the County:

- By July 1, a preliminary budget for the current fiscal year.
- By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and County Superintendent of Schools.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School 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 47605.6(m), the SARC, and the LCAP.

The Charter School 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, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the authorizer.

Additional reports required by the County:

- GECS Governance Council agendas, which include links to:
    - Governance Council minutes
    - Governance Council monthly warrant reports
    - Annual Staff List, including each person's position(s)
    - LCAP and Annual update, as required by the state
    - Policies established by the Governance Council
    - ADA (Average Daily Attendance) reports J18/19
- Annual charter certification in accordance with SCOE's format
- Annual SARC

Correspondence
Correspondence from the County to GECS should be sent to:

Golden Eagle Charter School
1030 WA Barr Rd.
Mt. Shasta, CA
Phone (530) 926-5800
Fax (530) 926-5826

Correspondence from GECS to the County should be sent to:

Siskiyou County Office of Education
609 South Gold Street
Yreka, CA
Phone (530) 842-8400
Fax (530) 842-8436

Insurance

GECS will maintain general liability, workers' compensation insurance, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance, and shall present evidence of such insurance as requested by the County. Coverage amounts will be based on recommendations provided by the County and GECS' insurer. The County shall be named as an additional insured on all policies of the Charter School.

Administrative Services

Governing Law: *The county board of education shall require that the petitioner or petitioners provide information regarding the manner in which administrative services of the charter school are to be provided. Education Code Section 47605.6(h)*

The County will provide oversight and performance monitoring, including monitoring school and student performance data, reviewing the Charter School's financial statements and audit reports, performing annual visits, engaging in the dispute resolution process, and considering charter amendments and renewal requests. For these supervisory oversight tasks and duties, GECS will pay a fee representing documented actual costs that will not exceed one percent of the average

daily attendance funds as per Education Code Section 47613, provided to GECS, unless the County provides a substantially free facility. In that case, under the Charter Schools Act, the County can charge up to three percent of the average daily attendance funds representing documented actual costs of supervisory oversight as per Education Code Section 47613. The Charter School does not intend to ask the County for facilities.

GECS does not intend to purchase support services from the County. GECS is a direct-funded charter school according to current law. It manages its own funds, with an established account at a private bank.

GECS shall retain the right to separately purchase administrative or other services from the County or any other service. Any administrative services to be purchased from the County shall be mutually agreed upon and outlined in a separate Memorandum of Understanding. This statement is intended to fulfill the terms of Education Code Section 47605.6(h) and provides information regarding the proposed operation and potential effects of GECS on the County. GECS shall promptly respond to all reasonable inquiries and/or requests for written information from the County.

The Charter School contracts with Delta Managed Solutions for financial and human resource services including the tracking of financial data and compiling the fiscal reports due to the granting agency. The Charter School will remain a member of the County JPA for fingerprinting and background checks.

Transportation

The Charter School will not provide transportation to and from school, except as required by law.

GECS is a school of choice and therefore it will be the responsibility of parents/guardians to provide transportation of students to and from school and school-related activities, with the exception of students with disabilities, in accordance with an IEP. GECS staff and field trip drivers are required to give insurance information to the Charter School, to ensure proper coverage. Driver's must be approved as per GECS transportation policies and procedures. Students may only ride with GECS staff or field trip drivers if prior written permission is given by the parent/guardian. GECS is not responsible for driving arrangements made between parents or parents and other parties for their children's transportation.

Potential Civil Liability Effects

Governing Law: *The county board of education shall require that the petitioner or petitioners provide information regarding potential civil liability effects, if any, upon the charter school, any school district where the charter school may operate, and upon the county board of education. Education Code Section 47605.6(h)*

The Charter School shall be operated as 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 or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure SCBE shall not be liable for the operation of the Charter School.

Further, the Charter School and the County shall maintain a memorandum of understanding, wherein the Charter School shall indemnify SCBE for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Governance Council, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

Insurance amounts will be determined by recommendation of the County and the Charter School's insurance company for schools of similar size, location, and student population. The County shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Governance Council will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

The SCBE may, as a condition of approval, enter into an agreement with a third party, at the expense of GECS, to oversee, monitor, and report to SCBE on the operations of GECS. In this case, the SCBE Board may determine which of the Charter School's operations will be monitored by the third party, and may require the third party to report information concerning the operation of the Charter School to the SCBE Board.

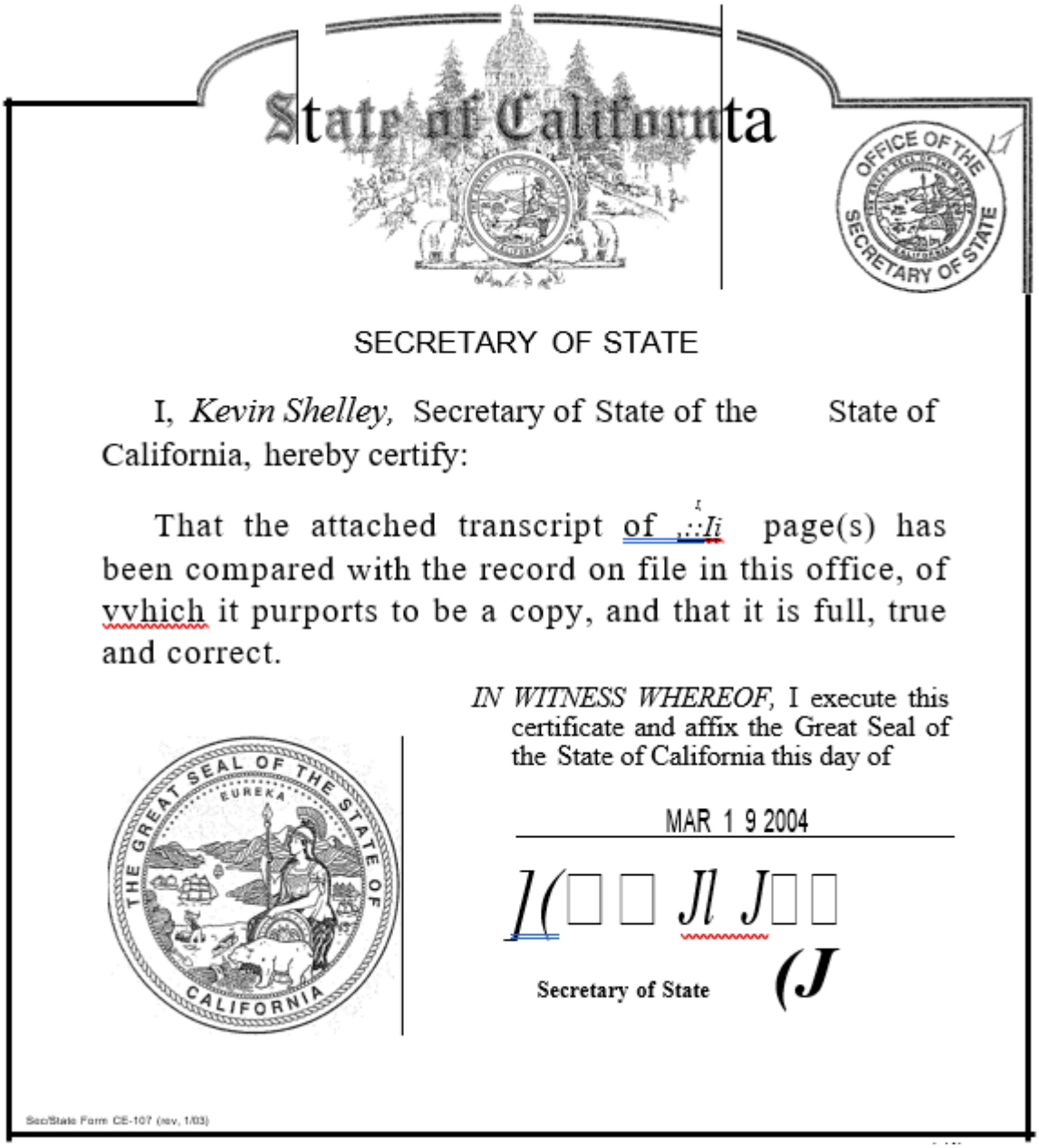
CONCLUSION

By approving this charter renewal, the County 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. The Petitioners are eager to work independently, yet cooperatively with the County to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the County to answer any concerns over this document and to present the County with the strongest possible charter renewal proposal requesting a five-year term from July 1, 2026 through June 30, 2031.

LIST OF APPENDICES

Appendix #1: GECS Articles of Incorporation & Corporate Bylaws
Appendix #2: GECS Conflict of Interest Code
Appendix #3: GECS Organizational Chart
Appendix #4: Local Control and Accountability Plan
Appendix #5: GECS School Safety Plan
Appendix #6: GECS Suspension & Expulsion Policy
Appendix #7: GECS Budget

Appendix #1: GECS Articles of Incorporation & Corporate Bylaws



State of California

OFFICE OF THE SECRETARY OF STATE

SECRETARY OF STATE

I, *Kevin Shelley,* Secretary of State of the State of California, hereby certify:

That the attached transcript of ..:Ii page(s) has been compared with the record on file in this office, of vvhich it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

MAR 1 9 2004

Secretary of State

Sec/State Form CE-107 (rev, 1/03)

2642403

ARTICLES OF INCORPORATION

OF

ENDORSED .. FILED

GOLDEN EAGLE CHARTER SCHOOL

tnihegr?:i??=?e8?1 1

\?7nPi st ate

(A California Non-Profit Public Benefit Corporation) MAR 1 9 2004

KEVIN SHELLEY

I. Secretary of State

The name of the Corporation shall be Golden Eagle Charter School.

n.

The Corporation is a non-profit public benefit corporation and is not organized for the private gain of any person. It is organized under the Non-Profit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote the Golden Eagle Charter School.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be

carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Shelly Adams, PO Box 508, McCloud, CA 96057

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered

to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the non-profit public benefit provisions of the Non- Profit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

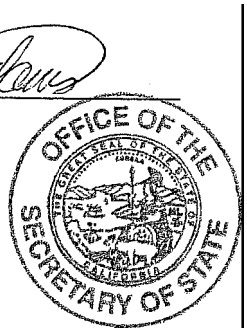
The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection
. thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a non- profit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

Date 3/19/04

Incorporator



Bylaws

of

Golden Eagle Charter School

(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this Corporation is: Golden Eagle Charter School hereinafter referred to as "GECS".

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this Corporation is 1030 WA Barr Rd., Mt. Shasta, CA 96067. The Board of Directors (hereinafter referred to as "Governance Council") may change the location of the principal office. Any such change of location must be noted by the Secretary on these Bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Governance Council may at any time establish branch or subordinate offices at any place or places where this Corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this Corporation is to manage, operate, guide, direct and promote the Golden Eagle Charter School, a California public charter school. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rule of construction and definitions in the California Nonprofit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This Corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School's Charter. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Council member or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or association that is organized and operated exclusively for educational, public, or charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3), or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

ARTICLE VI
CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law.

ARTICLE VII
GOVERNANCE COUNCIL

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the Articles of Incorporation or Bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Governance Council ("Council").

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these Bylaws, but subject to the same limitations, the **Governance Council** shall have the roles and responsibilities of:

- Finance
  - Monitor fiscal solvency and management.
  - Approve the GECS budget: Preliminary, First Interim, Second Interim, Unaudited Actuals, and Annual Audit.

- Approve fiscal policies.
- Approve contracts or purchases according to the GECS Fiscal Policies & Procedures Manual.

- Students
  - Educational Program
    - Monitor student performance.
    - Ensure programs and operations align with mission and vision.
  - Student Discipline - hear expulsions

- Personnel
  - Hire/supervise/discipline/evaluate dismiss the Executive Director and Assistant Executive Director.
  - Approve personnel policies including but not limited to salaries and benefits.
  - Review and address high level/escalated personnel disputes and complaints filed against the Executive Director and/or Assistant Executive Director.

- Facilities
  - Enter into financing and building contracts.
  - Approve facilities construction.

- Policies and School Plans
  - Approve other policies and plans necessary for the operation of the Charter School including but not limited to safety plans, health and wellness policy, grant-related plans that require Governance Council approval, etc.
- Legal
  - Work with the Executive Director and legal counsel to address potential and/or actual legal matters.

The governance structure is composed of the GECS Governance Council, the Executive Council, and the GECS Executive Director.

The **Executive Council** is led by the Executive Director and includes school administrators and supervisors and has the roles and responsibilities including but not limited to:

- Educational Program
  - Promotes high academic standards for all students
  - Works to ensure academic programs are implemented to maximize student performance, while maintaining the three tenets of the Charter School: rigor, relationships, and relevance.
  - Plans and implements continuous improvement strategies.

- Fiscal Management
  - Review and recommend budget priorities.

- Legal Compliance
  - Review and provide input on important school documents and plans including the Charter, the Local Control Accountability Plan (LCAP), the Western Association of Schools and Colleges (WASC) Action Plan, etc.

- Personnel Management
  - Provides input on overall hiring regarding positions needed.
  - Conducts prospective employee interviews, as appropriate.
  - Reviews and makes recommendations regarding the Employee Handbook and EF Operations Manual.
  - Develops and implements professional development.

- Leadership
  - Works to implement the vision and mission of the Charter School.
  - Works to execute the Charter School's strategic plan, LCAP, WASC Action Plan.
  - Works to promote equity and inclusion and prioritize the balance of the Charter School's populations including those who reflect the demographics of the community.

- Facilities:
  - Make recommendations on facility needs including maintenance and upgrades.

- Health and Safety
  - Keeps current with all health and safety laws and regulations and ensures they are implemented in the Charter School.
  - Works with other administrators and school staff to implement health and safety precautions.

The **Charter School Executive Director** is fully responsible for the daily administration of the Charter School. The responsibilities of the Executive Director shall include, but not limited to the following:

- **Educational Program**: Ensures high academic standards, oversees the implementation of effective programs, prioritizes continuous improvement, and maintains WASC accreditation.

- **Fiscal Management**: Manages all fiscal operations, including budget development, compliance with accounting principles, reporting, grants, and contracts.

- **Legal Compliance**: Stays updated on applicable laws, ensures the Governance Council adopts required policies, and trains staff on relevant policies and procedures.

- **Personnel Management**: Oversees all personnel matters, fosters a supportive culture, ensures competitive compensation, and ensures compliance with HR laws and best practices.

- **Leadership**: Implements the Charter School's mission, leads staff effectively, oversees daily operations, manages the strategic plan, and promotes equity and inclusion.

- **Governance**: Maintains strong relations with the Governance Council, prepares Council agendas, communicates risks, leads the Executive Council in implementing strategic goals and works with the Assistant Executive Director to oversee the school's Leadership Team.

- **Facilities**: Ensures adequate facilities for all programs and supports administrators in maintaining facilities per legal and policy requirements.

- **Health and Safety**: Prioritizes the health and safety of students and staff, staying current on relevant laws and implementing necessary precautions.

To facilitate input from the teacher and parent community, the Governance Council delineates the following roles and responsibilities to the **Leadership Team** which include but are not limited to:

- Data Review and Student Performance
    - Reviews and analyzes data from assessments, surveys, and other measures of student and institutional performance.
    - Provides recommendations to improve student performance.
- Instructional goals
    - Annually reviews and updates school's instructional goals.
- Safety committee/Wellness committee
    - Reviews school safety, wellbeing, and health practices and policies.
- Advisory
    - Considers and provides input on relevant matters of school operations.
    - Operates as the Charter School Site Council.
    - Reviews and gives input on select school plans and documents such as the LCAP, the Local Indicators, the Parent Involvement Policy, etc.

Section 3. DESIGNATED COUNCIL MEMBERS. The Governance Council shall consist of 3- 5 Council members unless changed by amendment to these Bylaws. The exact number of Council members shall be fixed, within those limits, by a resolution adopted by the Governance Council. All Council members shall have full voting rights, including any representative designated by the chartering authority as consistent with Education Code Section 47604(c). If the chartering authority designates a representative to serve on the Governance Council, the Council may appoint an additional Council member to ensure an odd number of Council members.

In addition to the number of directors otherwise prescribed by these Bylaws, the Governance Council may also include a pupil member pursuant to Education Code section 47604.2, with limited voting rights set by statute.

Section 4. COMMUNICATION POSITIONS WORKING WITH THE COUNCIL: There shall be up to three (3) non-Council member communication positions to facilitate the flow of communication related to the management of the Charter School and its educational mission. The Executive Director shall serve as the Charter School's chief operating officer with the Council. The Assistant Executive Director will fill one communication position. The chartering authority may designate a representative to the remaining communication position if they choose to appoint one.

Section 5. NON INTERESTED PERSONS AS COUNCIL MEMBERS. No persons serving on the Governance Council may be interested persons. An interested person is (a) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister- in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this

paragraph shall not affect the validity or enforceability of transactions entered into by the Corporation.

Section 6. COUNCIL MEMBER'S TERM. Each council member shall hold office for 3 years unless otherwise removed from office in accordance with these Bylaws and until a successor Council member has been appointed and qualified.

Section 7. GOVERNANCE COUNCIL ELECTIONS. New Governance Council members are elected by a school-wide vote of parents/guardians (one vote per family) and staff. Notice of an election to fill upcoming vacancies will be provided to the community at least six (6) weeks prior to the end of each Council term. Elections will be held in December. Potential new Governance Council members must submit a statement of interest to the Charter School four (4) weeks prior to the election and must have attended at least one GECS Governance Council meeting. The ballots will be sent out by mail or email to all GECS families and staff members at least two (2) weeks prior to the election, with a brief statement by the candidates. If the candidate is unopposed, the Governance Council may appoint him/her to serve on the Governance Council without an election. After a Council member is elected or appointed to the council, he/she must sign the GECS Governance Council Member Oath of Office and complete assigned Council member training within sixty (60) days.

Section 8. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. No Corporation funds may be expended to support a nominee.

Section 9. EVENTS CAUSING VACANCIES ON COUNCIL. A vacancy or vacancies on the Governance Council shall occur in the event of (a) the death or resignation of any Council member; (b) the declaration by resolution of the Governance Council of a vacancy in the office of a Council member who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of Council members; (d) the failure of a Council member to be elected or (e) a recall election.

Section 10. RESIGNATION OF COUNCIL MEMBERS. Except as provided below, any Council member may resign by giving verbal or written notice to the Executive Director or President of the Governance Council. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a Council member's resignation is effective at a later time, the Governance Council may elect a successor to take office as of the date when the resignation becomes effective.

Section 11. RECALL OF COUNCIL MEMBERS. A Council member may be removed from the Council by a recall election. Bad behavior, mismanagement of funds, conflicts with school administrators, teachers, or other staff, refusing to listen to their constituents, and violating the Brown Act are examples of situations that may trigger a recall.

Procedure for Recall of a Council Member

a. Notice of Intent to Recall: Before recall proponents may obtain signatures on a petition, they must send notice of intent to recall to the Governance Council President and/or Vice President and to the Council member who is the target of the recall.
b. No sooner than seven (7) days after the notice has been delivered, signatures can be gathered for the recall. Signatures of at least 20% of the voting population must be collected with sixty (60) days before a recall election will be called.
c. Signatures must include the full name, address, and phone number of the signature provider.

d. Confirming Petition Signatures: The Governance Council President (or Vice President, if the President is the target of the recall) or their designee will review and confirm all the signatures on petition within fifteen (15) days.
e. Recall Election: Once the signatures of 20% of the voting population has been confirmed, an election will be called within thirty (30) days. The process will be the same as the regular election of Council members.
f. Replacing Recalled Member: A special election will be called within thirty (30) days after a successful recall vote to replace the recalled member.

Section 12. COUNCIL MEMBER MAY NOT RESIGN IF NO COUNCIL MEMBER REMAINS. Except on notice to the California Attorney General, no Council member may resign if the Corporation would be left without a duly elected Council member or Council members.

Section 13. VACANCIES FILLED BY COUNCIL. Vacancies on the Governance Council may be filled by approval of the Governance Council.

Section 14. NO VACANCY ON REDUCTION OF NUMBER OF COUNCIL MEMBERS. Any reduction of the authorized number of Council members shall not result in any Council member's being removed before his or her term of office expires.

Section 15. PLACE OF GOVERNANCE COUNCIL MEETINGS. Meetings shall be held within the physical boundaries of the county in which the greatest number of pupils who are enrolled in that charter school reside. A two-way teleconference location shall be established at each schoolsite. All meetings of the Governance Council shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act ("Brown Ct") California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation and Education Code section 47604.1.

Section 16. TELECONFERENCE MEETINGS[1]. Members of the Governance Council may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Governance Council shall participate in the teleconference meeting from locations within the physical boundaries of the county in which the greatest number of pupils who are enrolled in that charter school reside;
b. All votes taken during a teleconference meeting shall be by roll call;
c. If the Governance Council elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
d. All locations where a member of the Governance Council participates in a meeting via teleconference must be fully accessible to members of the public, and members of the public shall be provided with an opportunity to address the Governance Council directly at each teleconference location;[2]
e. Members of the public must be able to hear what is said during the meeting; and

[1] Pursuant to Government Code Section 54953, the Corporation may use teleconferencing without complying with the requirements of paragraphs (a), (c), and (d) if the Corporation complies with the requirements of Section 54953(e) or 54953(f).
[2] This means that members of the Governance Council who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

f. Members of the public attending a meeting conducted via teleconference need not give their name as a condition to attendance at the meeting.[3]

Section 17. ANNUAL AND REGULAR MEETINGS. The Governance Council shall hold an annual meeting for purposes of organization, election of officers, adoption of the regular Council meeting schedule, and transaction of other business. The regular Council meeting schedule may be revised as necessary by the Governance Council. At least 72 hours before a regular meeting, the Governance Council, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The President shall have the authority to reschedule a regular meeting as necessary to establish a quorum of Council members. The Council may hold regular, special and emergency meetings.

Section 18. AUTHORITY TO CALL SPECIAL MEETINGS. Special meetings of the Governance Council for any purpose may be called at any time by the President of the Council or a majority of the Council members. If a President has not been elected, then the Vice-President is authorized to call a special meeting in place of the President. The party calling a special meeting shall determine the place, date, and time thereof.

Section 19. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Governance Council may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Council members shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner: (a) personal delivery of written notice; (b) first-class mail, postage prepaid; (c) telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the Council member or to a person at the Council member's office who would reasonably be expected to communicate that notice promptly to the Council member; (d) telegram; (e) facsimile; (f) electronic mail; or (g) other electronic means. All such notices shall be given or sent to the Council member's address or telephone number as shown on the Corporation's records.

Notice of the time and place of special meetings shall be given to all media who have provided written notice to the Golden Eagle Charter School.

The notice shall state the time of the meeting, the place, and the general nature of the business to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 20. QUORUM. A majority of the Council members then in office shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the Council members present at a duly held meeting at which a quorum is present shall be an act of the Council, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some Council members, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting. Council members may not vote by proxy. The vote or abstention of each Council members present for each action taken shall be publicly reported.

---

[3] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

Section 21. ADJOURNMENT. A majority of the Council members present, whether or not a quorum is present, may adjourn any meeting to another time and place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 22. COMPENSATION AND REIMBURSEMENT. No Council member shall receive compensation for service on the Council or for any committee. Pending budgeting approval, Council members that attend training may receive reimbursement of expenses. Mileage compensation may be provided to Council members as per GECS reimbursement policy.

Section 23. CREATION OF POWERS OF COMMITTEES. The Council, by resolution adopted by a majority of the Council members then in office, may create one or more committees, each consisting of two or more Council members, to serve at the pleasure of the Council. Only committees comprised solely of Council members may exercise delegated authority of the Council. Committees are structured so that they report to the Charter School Governance Council. Appointments to committees of the Governance Council shall be by majority vote of the authorized number of council members. Any such committee shall have all the authority of the Council, to the extent provided in the Governance Council resolution, except that no committee may:

(a) Fill vacancies on the Governance Council or any committee of the Council;

(b) Amend or repeal bylaws or adopt new bylaws;

(c) Amend or repeal any resolution of the Governance Council that by its express terms is not so amendable or subject to repeal;

e) Create any other committees of the Governance Council or appoint the members of committees of the council;

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Governance Council shall be governed by, held, and taken under the provisions of these Bylaws concerning meetings, other Governance Council actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Governance Council resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Governance Council may adopt rules for the governance of any committee as long as the rules are consistent with these Bylaws. If the Governance Council has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF COUNCIL MEMBERS. No Council member shall be personally liable for the debts, liabilities, or other obligations of this Corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Governance Council shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this Corporation shall be an Executive Director, a President, Vice President, a Secretary, and a Chief Financial Officer.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as the Executive Director or President.

Section 3. ELECTION OF OFFICERS. The officers of the Corporation shall be chosen annually by the Governance Council and shall serve at the pleasure of the Governance Council, subject to the rights of any officer under any employment contract.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Governance Council may remove any officer with or without cause. An officer who was not chosen by the Governance Council may be removed by any other officer on whom the Governance Council confers the power of removal.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Council. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under a contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these Bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. PRESIDENT. If a President is elected, he or she shall preside at the Governance Council' meetings and shall exercise and perform such other powers and duties as the Governance Council may assign from time to time. If a President of the Governance Council is elected, there shall also be a Vice-President. In the absence of the President, the Vice-President shall preside at Governance Council meetings and shall exercise and perform such other powers and duties as the Governance Council may assign from time to time.

Section 8. VICE-PRESIDENTS. If the president is absent or disabled, the vice-presidents, if any, in order of their rank as fixed by the Council, or, if not ranked, a vice-president designated by the Council, shall perform all duties of the President. When so acting, a vice-president shall have all powers of and be subject to all restrictions on the President. The vice-presidents shall have such other powers and perform such other duties as the Governance Council or the Bylaws may require.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Governance Council may direct, a book of minutes of all meetings, proceedings, and actions of the Council, and of committees of the Council. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of persons present at Governance Council and committee meetings; and the vote or abstention of each Council member present for each action

taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the Articles of Incorporation and Bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings the Council, and of committees of the Governance Council that these Bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Governance Council or by Bylaws may require.

Section 10. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to the Council members such financial statements and reports as are required to be given by law, by these Bylaws, or by the Council. The books of account shall be open to inspection by any Council member at all reasonable times.

The Chief Financial Officer shall (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Governance Council may designate; (ii) disburse the corporation's funds as the Governance Council may order; (iii) render to the Executive Director, the President of the Council, if any, and the Council, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and (iv) have such other powers and perform such other duties as the Council, contract, job specification, or the Bylaws may require.

If required by the Council, the Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Governance Council for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

Section 11. EXECUTIVE DIRECTOR. The Executive Director shall be the Chief Executive Officer and general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The Executive Director shall have such other powers and duties as the Governance Council or the Bylaws may require.

ARTICLE IX
CONTRACTS WITH COUNCIL MEMBERS AND OFFICERS

Section 1. CONTRACTS WITH COUNCIL MEMBERS AND OFFICERS. The Corporation shall not enter into a contract or transaction in which a Council member directly or indirectly has a material financial interest (nor shall the Corporation enter into a contract or transaction with any other corporation, firm, association, or other entity in which one or more of this Corporation's Council members are Council members and have a material financial interest). Pursuant to Education Code section 47604.1, notwithstanding Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code, an employee of the Corporation shall not be disqualified from serving as a member of the Governance Council because of that employee's employment status. A member of the Council who is also an employee of the Corporation shall abstain from voting on, or influencing or attempting to influence another member of the Governance Council regarding, all matters uniquely affecting that member's employment.

The Corporation shall not enter into a contract or transaction in which a non-Council member designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code and the applicable conflict of interest laws have been fulfilled.

ARTICLE X
LOANS TO COUNCIL MEMBERS AND OFFICERS

Section 1. LOANS TO COUNCIL MEMBERS AND OFFICERS. This Corporation shall not lend any money or property to or guarantee the obligation of any Council member or officer; provided, however, that the Corporation may advance money to a Council member or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Council member or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XI
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this Corporation shall indemnify its Council members, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Governance Council by any person seeking indemnification under Corporations Code section 5238(b) or section 5238(c) the Governance Council shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238(b) or Section 5238(c) has been met and, if so, the Governance Council shall authorize indemnification.

ARTICLE XII
INSURANCE

Section 1. INSURANCE. This Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, Council members, employees, and other agents, to cover any liability asserted against or incurred by any officer, Council member, employee, or agent in such capacity or arising from the officer's, Council member's, employee's, or agent's status as such.

ARTICLE XIII
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This Corporation shall keep:

(a) Adequate and correct books and records of account;

(b) Written minutes of the proceedings of its members, Council, and

committees of the Council; and

(c) Such reports and records as required by law.

ARTICLE XIV
INSPECTION RIGHTS

Section 1. COUNCIL MEMBERS' RIGHT TO INSPECT. Every Council member shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The Council member must give the rest of the Council and the Executive Director five (5) business days notice prior to viewing the requested document(s). The inspection may be made in person or by the Council member's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This Corporation shall keep at its principal California office the original or a copy of the Articles of Incorporation and Bylaws, as amended to the current date, which shall be open to inspection by the members at all reasonable times during office hours. If the Corporation has no business office in California, the Secretary shall, on the written request of any member, furnish to that member a copy of the Articles of Incorporation and Bylaws, as amended to the current date.

ARTICLE XV
BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Governance Council may adopt, amend or repeal any of these Bylaws by a majority vote of the Council members present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of any charter governing any charter school operated as or by the Corporation or make any provisions of these Bylaws inconsistent with such charter, the Corporation's articles of incorporation, or any laws.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Golden Eagle Charter School, a California nonprofit public benefit corporation; that these Bylaws, consisting of 13 pages, are the Bylaws of this Corporation as adopted by the Governance Council on August 14, 2025 and that these Bylaws have not been amended or modified since that date.

Executed on August 14, 2025 at Mount Shasta, California.

Melissa Phillips

Melissa Phillips, Secretary

Appendix #2: Conflict of Interest Code

Golden Eagle Charter School

CONFLICT OF INTEREST CODE **Governance Council Policy # 2005.2**

The Governance council hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all Governance Council members, candidates for member on the council, and all other designated employees of the Golden Eagle Charter School ("School").

I. Definitions

"Designated Persons" are officers and employees of the School who hold positions that involve the making or participation in the making of decisions that may foreseeably have a material effect on any financial interest. A list of designated positions will be maintained by the school at all times and shall be incorporated herein by reference.

"Remote Interests in a Contract" are those interests identified in Government Code section 1091 and relate only to voting members on the Governance Council and are referred to as "disqualifying interests" herein.

"Non-Interests in a Contract" are those interests identified in Government Code section 1091.5 and relate to directors, officers or employees of the School and are referred to as "disqualifying interests" herein. A copy of Government Code sections 1091 and 1091.5 are attached as Exhibit B to this policy.

II. Disclosure Statements

A. Statement of Economic Interest, Form 700

Each designated employee, including governance council members and candidates, shall file a Statement of Economic Interest, Form 700 ("Statement") at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned.

An investment, interest in real property or income shall be reportable if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or by participation in the decision by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in Exhibit B.

Contents of Statements

Initial Statements: Initial Statements shall disclose any reportable investments, interests in real property, business positions held on the effective date of the Code and income received during the twelve (12) months prior to the effective date of the Code.

Assuming Office Statements: Assuming Office Statements shall disclose any reportable investments, business positions, interests in real property held on, and income received during the 12 months before the date of assuming office or the date of being appointed or nominated.

Annual Statements: Annual Statements shall disclose reportable investments, business positions, interests in real property and income held or received at any time during the previous calendar year or since the date the designated employee took office if during the calendar year.

Leaving Office Statement: Leaving Office Statements shall disclose reportable investments, business positions, interests in real property and income held or received at any time during the period between the closing date of the last statement required to be filed and the date of leaving office.

Timing of Filings

An initial Statement shall be filed by each designated person within 30 days after the effective date of the Code. Thereafter, each new designated employee shall file a Statement within 30 days after assuming office. Each designated employee shall file an annual Statement by April 1. Every designated employee who leaves office shall file a Statement within 30 days of leaving office.

Statements Filed with the Charter School

All Statements shall be supplied by the Charter School on forms prescribed by the Fair Political Practices Commission. All Statements shall be filed with the Charter School. The Charter School's filing officer shall make and retain a copy and forward the original to the Charter School's code reviewing body.

B. Common Director Disclosure Statement

At the commencement of an individual's term with the Charter School and at the beginning of each fiscal year, each Council member shall complete a Common Director Disclosure Statement and provide it to the Charter School identifying all organizations for which he/she is a Council member, employee or committee member that are not otherwise disclosed in the Statement of Economic Interest

III. Disqualification

Designated Persons: No Designated Person, or their spouses and dependent children, may be financially interested in any contract made by them in their official capacity. Council Members are presumed to have made contracts in which they, or their spouses and dependent children have a financial interest. A Designated Person may not make, participate in making, or in any way use or attempt to use his/her official position to influence any Charter School decision which he/she knows or has reason to know he or she has a disqualifying financial interest. A Designated Person has a "disqualifying financial interest" if the decision will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the Designated Person or a member of his or her immediate family. A Designated Person must follow recusal provisions outlined below with respect to Remote Interests in Contracts and Non-Interests in Contracts.

Council Make-Up: No more than 49 percent of the persons serving on the Governance Council may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or

part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a council member as council member; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation.

Manner of Disqualification

Common Directors, Persons with Remote Interests in Contracts and Non-Interests in Contracts: When a Designated Person, other than a Council Member, determines that he/she should not make a decision because of a Remote or Non-Interest in a Contract, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Director, who shall record the employee's disqualification, and notify the Charter School Governance council of the interest at its next meeting before the Governance council discusses or votes on the item. In the case of the Charter School Director, this determination and disclosure shall be made in writing to the Governance Council.

Governance Council members shall orally disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made following the announcement of the agenda item, but before the discussion or vote commences. This disclosure shall be made part of the Council's official record. The disqualified Council member shall then refrain from participating in the decision in any way, but may remain seated if desired.

If the decision is made during a closed session, the member's disqualification may be made orally during the open session before the body goes into closed session and shall be limited to a declaration that his/her recusal is because of a conflict of interest under Government Code section 87100. The declaration shall be made part of the official public record. The member shall not be present when the decision is considered in closed session or knowingly obtain or review a recording or any other non-public information regarding the decision.

The following must be must be confirmed in the affirmative prior to the Council's acceptance of a contract or transaction with a Designated Person with respect to a Remote or Non-Interest in a Contract:

- That the transaction is entered into for the benefit of the Charter School;
- That the transaction was fair and reasonable for the Charter School at the time it enters into the transaction;
- That after reasonable investigation under the circumstances, the Council determines, in good faith, that the Charter School could not have obtained a more advantageous arrangement with reasonable effort. Documentation of the results of the investigation shall be retained either in the Council minutes and/or in the school's financial files.
- Disqualified Designated Persons shall not be counted toward achieving a quorum while the item is discussed.
-

EXHIBIT A

Disclosure Categories

Category 1 Reporting:

A. Interest in real property which is located in whole or in part within the geographical service area of the School, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property, if the fair market value of the interest is greater than $2,000.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a ten percent interest or greater.)

B. Investments in or income from persons or business entities (including gifts, loans and travel payments) which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the geographical service area of the School.

C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the geographical service area of the School.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

(No investment or interest in real property is reportable unless its fair market value exceeds $2,000. No source of income is reportable unless the income received by or promised to the public official aggregates $500 or more in value or $50 or more in value if the income was a gift during the preceding 12-month reporting period.

Category 2 Reporting:

A. Investments in or income from persons or business entities (including gifts, loans and travel payments) which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Director. Investments include interests described in Category 1.

Category 3 Reporting:

A. Investments in or income from persons or business entities (including gifts, loans and travel payments) which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Director. Investments include the interests described in Category 1.

EXHIBIT B

Government Code § 1091. Remote interest of officer or member

(a) An officer shall not be deemed to be interested in a contract entered into by a body or Board of which the officer is a member within the meaning of this article if the officer has only a remote interest in the contract and if the fact of that interest is disclosed to the body or Board of which the officer is a member and noted in its official records, and thereafter the body or Board authorizes, approves, or ratifies the contract in good faith by a vote of its membership sufficient for the purpose without counting the vote or votes of the officer or member with the remote interest.

(b) As used in this article, "remote interest" means any of the following:

(1) That of an officer or employee of a nonprofit entity exempt from taxation pursuant to Section 501(c)(3) of the Internal Revenue Code (26 U.S.C. Sec. 501(c)(3)) or a nonprofit corporation, except as provided in paragraph (8) of subdivision (a) of Section 1091.5.

(2) That of an employee or agent of the contracting party, if the contracting party has 10 or more other employees and if the officer was an employee or agent of that contracting party for at least three years prior to the officer initially accepting his or her office and the officer owns less than 3 percent of the shares of stock of the contracting party; and the employee or agent is not an officer or director of the contracting party and did not directly participate in formulating the bid of the contracting party.

For purposes of this paragraph, time of employment with the contracting party by the officer shall be counted in computing the three-year period specified in this paragraph even though the contracting party has been converted from one form of business organization to a different form of business organization within three years of the initial taking of office by the officer. Time of employment in that case shall be counted only if, after the transfer or change in organization, the real or ultimate ownership of the contracting party is the same or substantially similar to that which existed before the transfer or change in organization. For purposes of this paragraph, stockholders, bondholders, partners, or other persons holding an interest in the contracting party are regarded as having the "real or ultimate ownership" of the contracting party.

(3) That of an employee or agent of the contracting party, if all of the following conditions are met:

(A) The agency of which the person is an officer is a local public agency located in a county with a population of less than 4,000,000.

(B) The contract is competitively bid and is not for personal services.

(C) The employee or agent is not in a primary management capacity with the contracting party, is not an officer or director of the contracting party, and holds no ownership interest in the contracting party.

(D) The contracting party has 10 or more other employees.

(E) The employee or agent did not directly participate in formulating the bid of the contracting party.

(F) The contracting party is the lowest responsible bidder.

(4) That of a parent in the earnings of his or her minor child for personal services.

(5) That of a landlord or tenant of the contracting party.

(6) That of an attorney of the contracting party or that of an owner, officer, employee, or agent of a firm that renders, or has rendered, service to the contracting party in the capacity of stockbroker, insurance agent, insurance broker, real estate agent, or real estate broker, if these individuals have not received and will not receive remuneration, consideration, or a commission as a result of the contract and if these individuals have an ownership interest of 10 percent or more in the law practice or firm, stock brokerage firm, insurance firm, or real estate firm.

(7) That of a member of a nonprofit corporation formed under the Food and Agricultural Code or a nonprofit corporation formed under the Corporations Code for the sole purpose of engaging in the merchandising of agricultural products or the supplying of water.

(8) That of a supplier of goods or services when those goods or services have been supplied to the contracting party by the officer for at least five years prior to his or her election or appointment to office.

(9) That of a person subject to the provisions of Section 1090 in any contract or agreement entered into pursuant to the provisions of the California Land Conservation Act of 1965.

(10) Except as provided in subdivision (b) of Section 1091.5, that of a director of, or a person having an ownership interest of, 10 percent or more in a bank, bank holding company, or savings and loan association with which a party to the contract has a relationship of borrower or depositor, debtor or creditor.

(11) That of an engineer, geologist, or architect employed by a consulting engineering or architectural firm. This paragraph applies only to an employee of a consulting firm who does not serve in a primary management capacity, and does not apply to an officer or director of a consulting firm.

(12) That of an elected officer otherwise subject to Section 1090, in any housing assistance payment contract entered into pursuant to Section 8 of the United States Housing Act of 1937 (42 U.S.C. Sec. 1437f) as amended, provided that the housing assistance payment contract was in existence before Section 1090 became applicable to the officer and will be renewed or extended only as to the existing tenant, or, in a jurisdiction in which the rental vacancy rate is less than 5 percent, as to new tenants in a unit previously under a Section 8 contract. This section applies to any person who became a public official on or after November 1, 1986.

(13) That of a person receiving salary, per diem, or reimbursement for expenses from a government entity.

(14) That of a person owning less than 3 percent of the shares of a contracting party that is a for-profit corporation, provided that the ownership of the shares derived from the person's employment with that corporation.

(15) That of a party to litigation involving the body or Board of which the officer is a member in connection with an agreement in which all of the following apply:

(A) The agreement is entered into as part of a settlement of litigation in which the body or Board is represented by legal counsel.

(B) After a review of the merits of the agreement and other relevant facts and circumstances, a court of competent jurisdiction finds that the agreement serves the public interest.

(C) The interested member has recused himself or herself from all participation, direct or indirect, in the making of the agreement on behalf of the body or Board.

(16) That of a person who is an officer or employee of an investor-owned utility that is regulated by the Public Utilities Commission with respect to a contract between the investor-owned utility and a state, county, district, judicial district, or city body or Board of which the person is a member, if the contract requires the investor-owned utility to provide energy efficiency rebates or other type of program to encourage energy efficiency that benefits the public when all of the following apply:

(A) The contract is funded by utility consumers pursuant to regulations of the Public Utilities Commission.

(B) The contract provides no individual benefit to the person that is not also provided to the public, and the investor-owned utility receives no direct financial profit from the contract.

(C) The person has recused himself or herself from all participation in making the contract on behalf of the state, county, district, judicial district, or city body or Board of which he or she is a member.

(D) The contract implements a program authorized by the Public Utilities Commission.

(c) This section is not applicable to any officer interested in a contract who influences or attempts to influence another member of the body or Board of which he or she is a member to enter into the contract.

(d) The willful failure of an officer to disclose the fact of his or her interest in a contract pursuant to this section is punishable as provided in Section 1097. That violation does not void the contract unless the contracting party had knowledge of the fact of the remote interest of the officer at the time the contract was executed.

§ 1091.5. Interests not constituting an interest in a contract

(a) An officer or employee shall not be deemed to be interested in a contract if his or her interest is any of the following:

(1) The ownership of less than 3 percent of the shares of a corporation for profit, provided that the total annual income to him or her from dividends, including the value of stock dividends, from the corporation does not exceed 5 percent of his or her total annual income, and any other payments made to him or her by the corporation do not exceed 5 percent of his or her total annual income.

(2) That of an officer in being reimbursed for his or her actual and necessary expenses incurred in the performance of official duties.

(3) That of a recipient of public services generally provided by the public body or Board of which he or she is a member, on the same terms and conditions as if he or she were not a member of the body or Board.

(4) That of a landlord or tenant of the contracting party if the contracting party is the federal government or any federal department or agency, this state or an adjoining state, any department or agency of this state or an adjoining state, any county or city of this state or an adjoining state, or any public corporation or special, judicial, or other public district of this state or an adjoining state unless the subject matter of the contract is the property in which the officer or employee has the interest as landlord or tenant in which event his or her interest shall be deemed a remote interest within the meaning of, and subject to, the provisions of Section 1091.

(5) That of a tenant in a public housing authority created pursuant to Part 2 (commencing with Section 34200) of Division 24 of the Health and Safety Code in which he or she serves as a member of the Board of commissioners of the authority or of a community development commission created pursuant to Part 1.7 (commencing with Section 34100) of Division 24 of the Health and Safety Code.

(6) That of a spouse of an officer or employee of a public agency in his or her spouse's employment or office holding if his or her spouse's employment or office holding has existed for at least one year prior to his or her election or appointment.

(7) That of a nonsalaried member of a nonprofit corporation, provided that this interest is disclosed to the body or Board at the time of the first consideration of the contract, and provided further that this interest is noted in its official records.

(8) That of a noncompensated officer of a nonprofit, tax-exempt corporation, which, as one of its primary purposes, supports the functions of the body or Board or to which the body or Board has a legal obligation to give particular consideration, and provided further that this interest is noted in its official records.

For purposes of this paragraph, an officer is "noncompensated" even though he or she receives reimbursement from the nonprofit, tax-exempt corporation for necessary travel and other actual expenses incurred in performing the duties of his or her office.

(9) That of a person receiving salary, per diem, or reimbursement for expenses from a government entity, unless the contract directly involves the department of the government entity that employs the officer or employee, provided that the interest is disclosed to the body or Board at the time of consideration of the contract, and provided further that the interest is noted in its official record.

(10) That of an attorney of the contracting party or that of an owner, officer, employee, or agent of a firm which renders, or has rendered, service to the contracting party in the capacity of stockbroker, insurance agent, insurance broker, real estate agent, or real estate broker, if these individuals have not received and will not receive remuneration, consideration, or a commission as a result of the contract and if these individuals have an ownership interest of less than 10 percent in the law practice or firm, stock brokerage firm, insurance firm, or real estate firm.

(11) Except as provided in subdivision (b), that of an officer or employee of, or a person having less than a 10-percent ownership interest in, a bank, bank holding company, or savings and loan association with which a party to the contract has a relationship of borrower, depositor, debtor, or creditor.

(12) That of (A) a bona fide nonprofit, tax-exempt corporation having among its primary purposes the conservation, preservation, or restoration of park and natural lands or historical resources for public benefit, which corporation enters into an agreement with a public agency to provide services related to park and natural lands or historical resources and which services are found by the public agency, prior to entering into the agreement or as part of the agreement, to be necessary to the public interest to plan for, acquire, protect, conserve, improve, or restore park and natural lands or historical resources for public purposes and (B) any officer, director, or employee acting pursuant to the agreement on behalf of the nonprofit corporation. For purposes of this paragraph, "agreement" includes contracts and grants, and "park," "natural lands," and "historical resources" shall have the meanings set forth in subdivisions (d), (g), and (i) of Section 5902 of the Public Resources Code. Services to be provided to the public agency may include those studies and related services, acquisitions of property and property interests, and any activities related to those studies and acquisitions necessary for the conservation, preservation, improvement, or restoration of park and natural lands or historical resources.

(13) That of an officer, employee, or member of the Board of Directors of the California Housing Finance Agency with respect to a loan product or programs if the officer, employee, or member participated in the planning, discussions, development, or approval of the loan product or program and both of the following two conditions exist:

(A) The loan product or program is or may be originated by any lender approved by the agency.

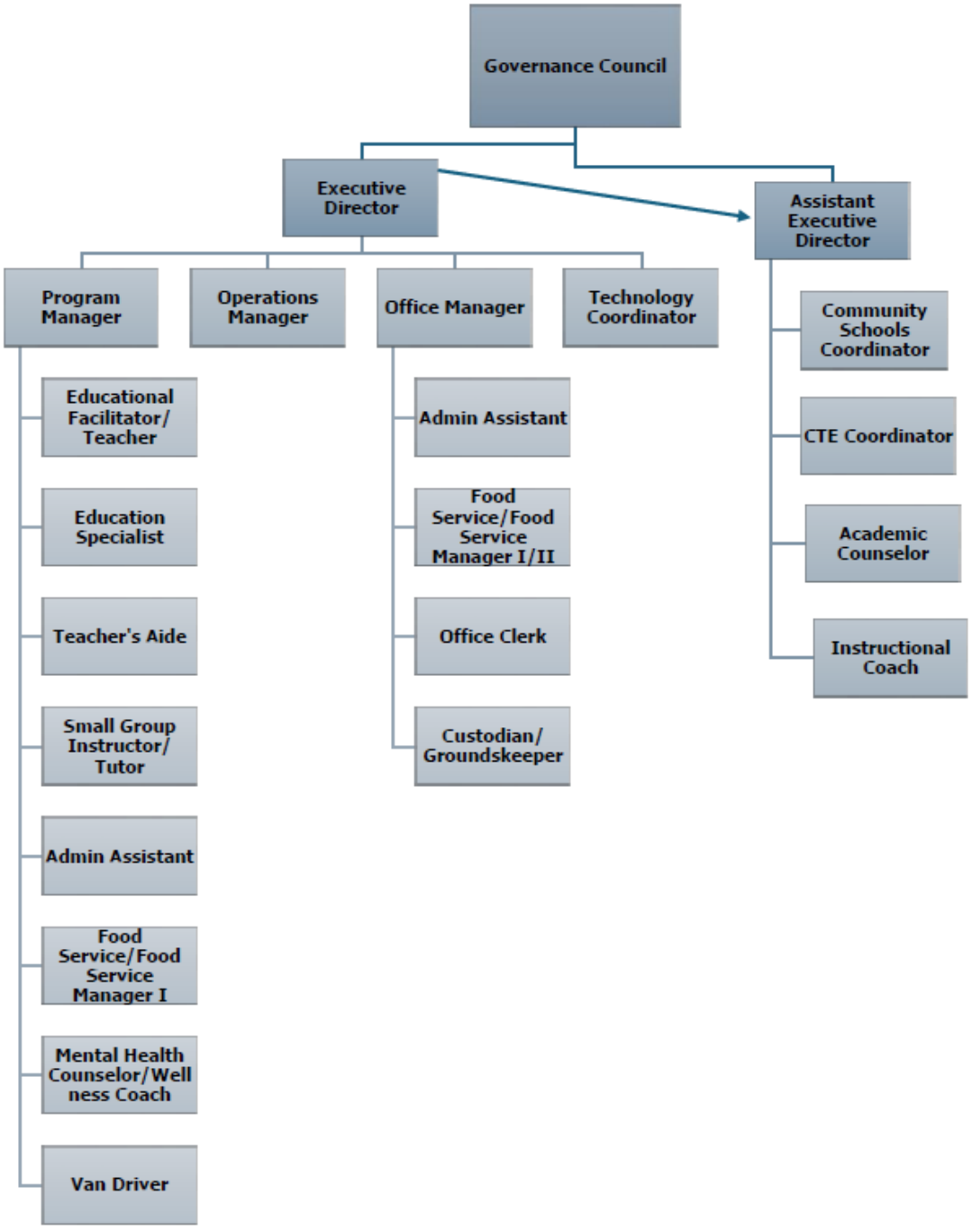
(B) The loan product or program is generally available to qualifying borrowers on terms and conditions that are substantially the same for all qualifying borrowers at the time the loan is made.

(b) An officer or employee shall not be deemed to be interested in a contract made pursuant to competitive bidding under a procedure established by law if his or her sole interest is that of an officer, director, or employee of a bank or savings and loan association with which a party to the contract has the relationship of borrower or depositor, debtor or creditor.

Appendix #3 GECS Organizational Chart

Golden Eagle Charter School

Organizational Chart



Updated August 2025

Appendix #4: Local Control and Accountability Plan

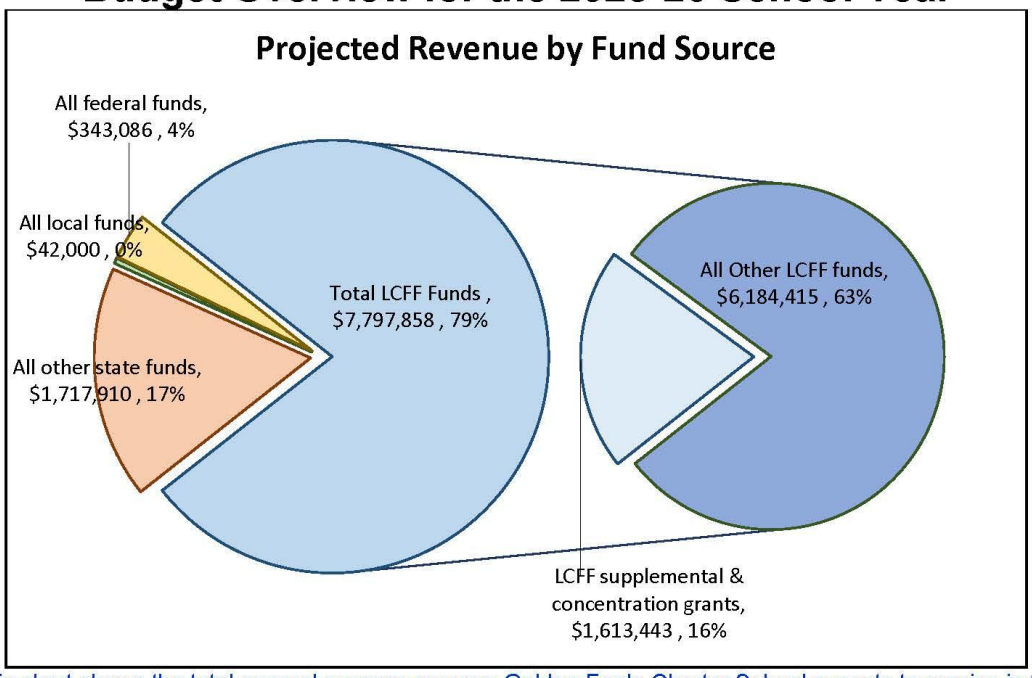
Golden Eagle Charter School

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Golden Eagle Charter School
CDS Code: 47104700117168
School Year: 2025-26
LEA contact information:
Shelly Blakely
Executive Director
shellyb@gecs.org
(530) 926-5800

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

Budget Overview for the 2025-26 School Year

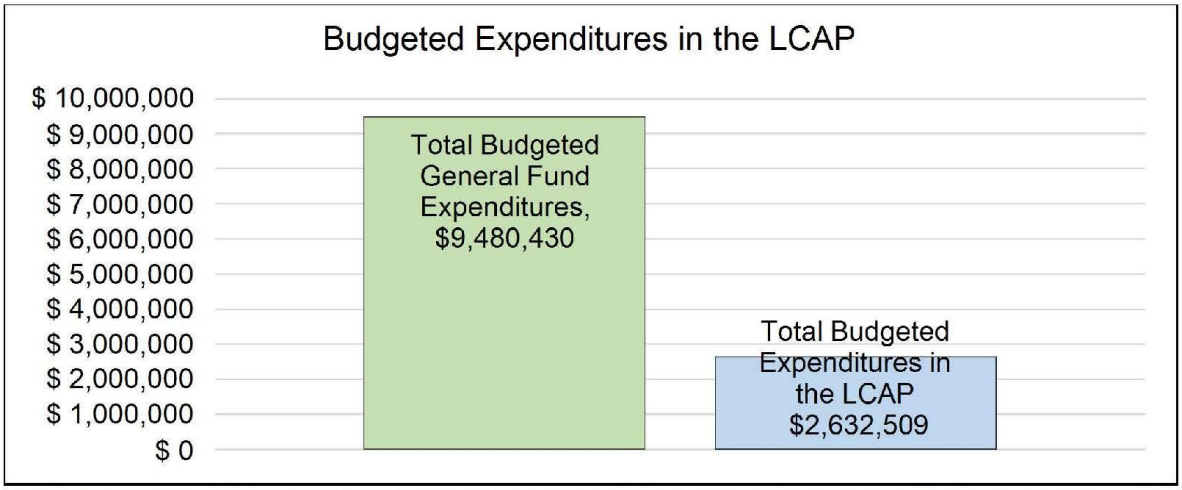


This chart shows the total general purpose revenue Golden Eagle Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Golden Eagle Charter School is $9,900,854, of which $7,797,858 is Local Control Funding Formula (LCFF), $1,717,910 is other state funds, $42,000 is local funds, and $343,086 is federal funds. Of the $7,797,858 in LCFF Funds, $1,613,443 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Golden Eagle Charter School plans to spend $9,480,430 for the 2025-26 school year. Of that amount, $2,632,509 is tied to actions/services in the LCAP and $6,847,921 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

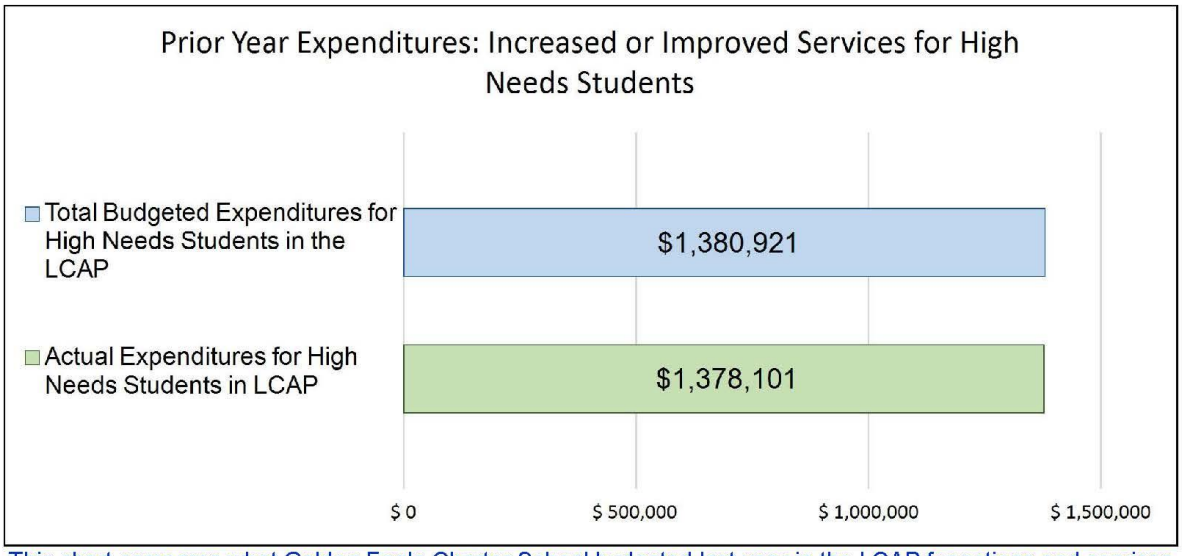
General fund expenditures not included in the LCAP are used for general operating costs including salaries and benefits, supplies, building leases, utilities and maintenance.

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

In 2025-26, Golden Eagle Charter School is projecting it will receive $1,613,443 based on the enrollment of foster youth, English learner, and low-income students. Golden Eagle Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Golden Eagle Charter School plans to spend $1,613,443 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Golden Eagle Charter School's LCAP budgeted $1,380,921 for planned actions to increase or improve services for high needs students. Golden Eagle Charter School actually spent $1,378,101 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $2,820 had the following impact on Golden Eagle Charter School's ability to increase or improve services for high needs students:

We spent less of these funds only because we received less funds than originally budgeted.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Golden Eagle Charter School	Shelly Blakely Executive Director	admin@gecs.org (530) 926-5800

Plan Summary [2025-26]

General Information

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

GECS fosters an inclusive community where relationships and belonging are at the heart of inspired learning. By focusing on academic excellence and personal growth, students are empowered to discover their purpose and persevere in reaching their full potential.

GECS is a flex-based learning public charter school that provides a voluntary educational choice for families. We believe individual differences and the uniqueness of each child are to be supported and celebrated.

Golden Eagle Charter School's mission is to educate students through flex-based learning that addresses their unique and individual learning needs while maintaining high expectations aligned with California State Content Standards.
The three tenets of Golden Eagle Charter School are:

- Relationships - Positive relationships between all stakeholders are at the heart of our school. We foster belonging and connection between students, teachers, parents/guardians, staff, administration, and community to serve the learning needs of our students.
- Rigor - Our flex-based model allows us to design learning experiences to meet the needs of the student by considering their interests, talents, and abilities, while supporting their needs in areas for growth and promoting academic rigor.
- Relevance - Learning happens best when content is relevant, engaging, and focused on the skills and knowledge students need to thrive.

GECS is a school of choice that serves students in grades Transitional Kindergarten through Twelfth, who reside in Siskiyou County and Castella, CA. Flex-based learning is offered to meet the unique educational needs of families who seek an established alternative

instructional strategy. The student, parent, and a supervising credentialed teacher contract as a team to facilitate the student's educational pathway.

Golden Eagle Charter School does not receive Equity Multiplier Funding.

Reflections: Annual Performance

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

The 2024–2025 enrollment data for GECS on census day was as follows:
Total enrollment: 490 students
Student subgroups: 69.59% Socioeconomically Disadvantaged (SED), 0.82% English Learners, 0% Foster Youth, 2.04% Homeless, and 12.04% Students with Disabilities.

Golden Eagle Charter School continues to see promising gains in student outcomes as reflected in both state and local data. In English Language Arts (ELA), the CAASPP Distance from Standard (DFS) for SED students improved by 20.8 points since 2022–23, narrowing the gap between all students (-27.1) and SED students (-30.5). Local STAR ELA growth data supports this trend: 72% of SED students demonstrated at least one year's growth with a median student growth percentile (SGP) of 57—well within the expected growth band. White students showed the highest growth in ELA (74% with a 60 SGP), while Hispanic students closely followed with a 71% growth rate and 59 SGP. This alignment between state and local indicators suggests that interventions such as reading RTI, small group instruction, and curriculum-based tutoring are producing sustained results, particularly for students who have historically underperformed.

In math, CAASPP results show a significant rebound for socioeconomically disadvantaged students, whose DFS score rose from -103.6 in 2023 to -75.1 in 2024, moving from the Red to Yellow performance level. This 28.5-point gain reflects the targeted support strategies implemented over the past year. These improvements are further supported by STAR data: 63% of SED students achieved at least one year's growth in math with an average SGP of 52. Overall, 66% of all students met this growth benchmark, with White students leading at 67%. However, the average SGP for Hispanic students dropped to 46, highlighting the need to adjust Tier II math interventions for this subgroup.

While progress in math is encouraging, the overall DFS score for all students remains at -65.7, indicating continued need for improvement. This reinforces the importance of ongoing refinement of core instruction and supports. The gap between subgroups is narrowing, but still evident—particularly for Hispanic students in math and students with disabilities in both ELA and math.

The school's College & Career Indicator rose from 25% to 32.7%, with the SED subgroup improving by 5.6 percentage points. The graduation rate for all students reached 90.2%, with both White and SED students achieving above 87%. Chronic absenteeism remained low overall at 4.7%, with slight increases among students identified as Two or More Races and SED students, signaling the importance of continued attention to engagement strategies.

To further support student growth and address remaining performance gaps, GECS will use its remaining Learning Recovery Emergency Block Grant (LREBG) funds in 2025–26 to strengthen both math and reading interventions (Goal1, Actions 1.3 and 1.4). Based on the results of a needs assessment, an additional math teacher will be hired to increase instructional time and improve the staff-to-student ratio for SED students, who continue to have the greatest need in math despite recent gains. In addition, summer learning opportunities in reading and writing will be expanded for students with disabilities and struggling readers, using evidence-based practices to improve foundational literacy skills. These planned investments are designed to accelerate learning recovery and close persistent subgroup achievement gaps.

Looking ahead, GECS will continue to refine its instructional and intervention models, monitor subgroup progress across multiple measures, and adjust actions to ensure that academic growth is sustained across all grade levels. Special attention will be given to math achievement for Hispanic students and to reading growth for students with disabilities, ensuring our equity-focused strategies remain responsive and data-informed.

Throughout the LCAP development and annual update process, Golden Eagle Charter School engaged a diverse range of educational partners, including parents, students, teachers, and administrators. Their invaluable feedback, gathered through various forums such as Leadership Team meetings, surveys, and direct consultations,
significantly shaped the identification of student needs and the strategic refinement of our academic, social-emotional, and engagement goals and actions for the 2025-26 school year.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, Administrators, and Parents	Input at Leadership Team Meetings throughout the school year. All parents/guardians and staff are invited to attend all meetings. The meeting agendas are sent out ahead of time. The draft LCAP is sent out schoolwide to parents and staff prior to the adoption of the LCAP by the school's Governance Council in June.
Leadership Team/Parent Advisory Committee	Combined meeting in April to receive feedback on the LCAP. The Leadership Team also reviews and updates the Local Indicators annually with input from school administrators. The Leadership Team also reviews student outcome data and recommends changes or improvements to the LCAP actions.
Teachers	Input at monthly staff meetings, including specific input regarding student achievement and collective work on the schoolwide academic goals. The Program Managers give the teachers ongoing updates on the LCAP actions as well as ongoing student data reviews. Any suggestions for improvement on the LCAP goals/actions are passed on from the Program Managers to the Executive Council.
Parents	1-3 parent surveys throughout the year with targeted questions for LCAP input, available in multiple languages and accessible formats. Feedback collected by Educational Facilitators and given to Program Managers. Conveyed at Executive Council and/or Leadership Team meetings. Additionally, targeted outreach efforts include dedicated focus groups for parents of unduplicated pupils and students with disabilities, leveraging community liaisons, and offering flexible meeting

Educational Partner(s)	Process for Engagement
	times/locations (including virtual options) to maximize participation from these key subgroups. Accomodations such as translation services are provided as needed to remove barriers to engagement as needed. Our Community Schools Coordinator does specific outreach to underserved populations/unduplicated famlies to seek input from those who aren't likely to respond to surveys or attend school meetings.
Students	Each student meets regularly with their Educational Facilitator. Feedback is passed on from their EF. Students are surveyed in the spring for feedback as well.
Administrators including School Coordinator and Program Managers (principals)	The Executive Council meets at least bi-weekly to work on the school's LCAP goals. They report the input they have received from staff and parents as it comes up. The Executive Council (including all the Program Managers and other GECS administrators) monitors the LCAP goals and progress monthly, including the metrics and current student data, and is the driving force to implement the goals and actions and make midyear adjustments as needed.
SELPA	Annual consultation with the SELPA regarding the LCAP.
Bargaining Units	GECS does not have bargaining units.
Other School Personnel	Input at the Leadership Team Meetings, staff surveys, and ongoing input through their supervisor at the Executive Council Meetings.
ELAC/DELAC Committees	N/A

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

Throughout the school-year, ongoing stakeholder feedback from parents, students, and staff is gathered by teachers and school administrators. The feedback is communicated to the Executive Council who makes mid-course adjustments during the year.

After analyzing all the feedback and data gathered throughout 2024-2025, the 2025-2026 LCAP was influenced in the following ways:

Goal 1: Academics & Conditions of Learning
Stakeholder feedback emphasized appreciation for GECS's flexibility, small class sizes, and supportive staff, while also identifying key areas for improvement in academic support. Families and students expressed a need for stronger interventions in Math and ELA, clearer pacing and expectations in independent study, and more feedback from instructors. In response, GECS will strengthen RTI and tutoring systems—particularly for struggling learners—and improve communication and structure in online programs. To further support learning at home, the

school will expand curriculum-based parent trainings in accessible formats. Stakeholders also voiced interest in project-based, hands-on learning in science, arts, and outdoor education, and a desire for more academic challenge through varied and rigorous electives. Concerns about excessive screen time prompted an emphasis on learning experiences that are not technology-mediated. GECS will prioritize hands-on electives, field trips, and real-world learning experiences. Facilities feedback focused on the importance of updates regarding the new school building and kitchen, as well as the need to address space, restroom, and accessibility concerns across sites.

Goal 2: Behavior, Social-Emotional Wellness, Engagement, and School Culture
Parents consistently described GECS as a caring and supportive environment and emphasized the importance of maintaining and expanding mental health services, especially for older students. Positive feedback was given for social-emotional learning (SEL) practices like restorative circles and peer conflict resolution. However, students—particularly those in independent study—shared a need for more peer connection and opportunities to feel part of a school community. In response, GECS will expand access to site-based and schoolwide engagement activities, such as family math nights, cultural showcases, and student celebrations. The school will continue to implement SEL routines and increase opportunities for peer interaction. To strengthen communication and belonging, GECS will provide families with clearer pathways to access academic, wellness, and engagement supports through varied and consistent channels, such as newsletters, website updates, and feedback opportunities. These actions aim to build a stronger sense of community and ensure every student and family feels connected and supported.

In accordance with Education Code requirements, Golden Eagle Charter School ensures that all formal recommendations received from its advisory committees,
including the Leadership Team/Parent Advisory Committee and any applicable English Learner Advisory Committee (ELAC), are reviewed by the Executive Council. A written response is provided to these committees, indicating whether each recommendation has been adopted into the LCAP and, if not, providing a clear explanation for the decision. This commitment ensures transparency and accountability in the integration of stakeholder input.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academics & Conditions of Learning: Deliver all students a high-quality learning environment, featuring meaningful, engaging, and rigorous instruction, to ready them for college and career paths.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Golden Eagle Charter School developed this goal in response to academic performance data showing that many students, particularly those who are socioeconomically disadvantaged, are not meeting grade-level expectations in English Language Arts and Math. CAASPP and STAR results indicate persistent achievement gaps, especially in math, where Distance from Standard (DFS) scores for unduplicated pupils remain significantly below proficiency. Additionally, stakeholders—including staff, students, and families—have consistently expressed the need for stronger academic support, clearer pacing in independent study, and expanded enrichment and hands-on learning. By focusing on high-quality instruction, tiered interventions, and aligned materials and supports, GECS aims to increase academic growth and close equity gaps across its diverse instructional settings. A schoolwide approach is essential given the geographic dispersion of students and the high proportion of unduplicated pupils across all grade levels and programs. Implementing the actions below and measuring progress using the identified metrics will support GECS in achieving the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of Teachers with Teacher Credentials, # of professional development hours available for teachers and administrators & list	In 2023-2024 100% of GECS teachers had full credentials and were appropriately assigned. At least 6 hours of professional development annually	In 2024-2025, 100% of teachers have full credentials and are appropriately assigned. At least 6 hours of		95% of GECS teachers had full credentials and were appropriately assigned. Provide at least 6 hours of	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	of mentors provided to new teachers. Priority 1: Basic Priority 2: Implementation of State Standards	was available to teachers and administrators. 100% of the new teachers were assigned a mentor.	professional development annually is available to teachers and administrators. 100% of the new teachers were assigned a mentor.		professional development annually to teachers and administrators. 100% of new teachers are assigned a mentor.	
1.2	% of students having access to Instructional Materials Priority 1: Basic	2023-24 100% of students have access to standards aligned instructional materials/curriculum.	2024-25 100% of students have access to standards aligned instructional materials/curriculum.		100% of students have access to standards aligned instructional materials/curriculum.	No Difference
1.3	% of School Facilities deemed in "Good Repair" by the Facility Inspection Tool (FIT) Priority 1: Basic	2023-24 100% of school facilities are in "Good Repair": clean, safe, and functional as determined by Facility Inspection Tool (FIT).	2024-25 100% of school facilities are in "Good Repair": clean, safe, and functional as determined by Facility Inspection Tool (FIT).		100% of school facilities are in "Good Repair": clean, safe, and functional as determined by Facility Inspection Tool (FIT).	No Difference
1.4	% of students that have access to a broad course of study and have Personalized Learning Plan Priority 2: Implementation of State Standards Priority 7: Course Access	2023-24 100% of students have access and are enrolled in a broad course of study. 100% of students have a personalized learning plan which includes standards based	2024-25 100% of students have access and are enrolled in a broad course of study. 100% of students have a personalized learning plan which includes		100% of students have access and are enrolled in a broad course of study. 100% students have a personalized learning plan which includes standards based	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		instruction, materials and assessment.	standards based instruction, materials and assessment.		instruction, materials and assessment.	
1.5	ELA CAASPP Measured by Distance from Standard (DFS) Priority 4: Pupil Achievement	2022-2023 All: -32.3 Hispanic: -53.5 SED: -51.3 White: -0.7	This metric is also being used to monitor the impact of Action 1.3 which is partially funded with LREBG funds. 2023-2024 All: -27.1 Hispanic: -26.2 SED: -30.5 White: -30.9		All: -12 Hispanic: -23.5 SED: -21.3 White: 0	All: +5.2 Hispanic: +27.3 SED: +20.8 White: -30.83
1.6	ELA STAR Local Assessment % of students that demonstrated at least one year's growth. 35-65 student growth percentile (SGP) is one year's growth Priority 4: Pupil Achievement Priority 8: Other Pupil Outcomes	2022-2023 All: 70%, 55 SGP Hispanic: 63%, 49 SGP SED: 71%, 55 SGP White: 73%, 58 SGP 2023-2024 All: 65%, 51 SGP Hispanic: 72%, 72 SGP SED: 65%, 51 SGP White: 64%, 49 SGP	2024-2025 All: 72%, 58 SGP Hispanic: 71%, 59 SGP SED: 72%, 57 SGP White: 74%, 60 SGP		All: 70%, 50 SGP Hispanic: 70%, 50 SGP SED: 70%, 50 SGP White: 70%, 50 SGP	Meet all targets in 2024-2025: All: +2%, +8 SGP Hispanic: +1%, +9 SGP SED: +2%, +7 SGP White: +4%, +10 SGP
1.7	Math CAASPP Measured by Distance from Standard (DFS) Priority 4: Pupil Achievement	2022-2023 All: -79.9 Hispanic: -100.2 SED: -103.6 White: -76.5	This metric is also being used to monitor the impact of Action 1.4 which is partially funded with LREBG funds.		All: -50 Hispanic: -70 SED: -70 White: -50	All: +14.2 Hispanic: +43.2 SED: +28.5 White: +6.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2023-2024 All: -65.7 Hispanic: -57 SED: -75.1 White: -69.6			
1.8	Math STAR Local Assessment % of students that demonstrated at least one year's growth. 35-65 student growth percentile (SGP) is one year's growth Priority 4: Pupil Achievement Priority 8: Other Pupil Outcomes	2022-2023 All: 64%, 54 SGP Hispanic: 55%, 47 SGP SED: 66%, 55 SGP White: 64%, 54 SGP 2023-2024 All: 65%, 54 SGP Hispanic: 70%, 54 SGP SED: 61%, 49 SGP White: 65%, 57 SGP	This metric is also being used to monitor the impact of Action 1.4 which is partially funded with LREBG funds. 2024-2025 All: 66%, 55 SGP Hispanic: 62%, 46 SGP SED: 63%, 52 SGP White: 67%, 54 SGP		All: 70%, 50 SGP Hispanic: 70%, 50 SGP SED: 70%, 50 SGP White: 70%, 50 SGP	All: -4%, +5 SGP Hispanic: -8%, -4 SGP SED: -7%, +2 SGP White: -3%, +4 SGP
1.9	College & Career Dashboard Indicator Percent of students prepared Priority 4: Pupil Achievement	2023: All: 25% SED: 20% White: 29.4%	2024: All: 32.7% SED: 25.6% White: 32.3%		All: 50% SED: 50% White:50%	All: +7.7% SED: +5.6% White: +2.9%
1.10	Percent of 12th grade students who complete a-g Requirements Priority 4: Pupil Achievement	2023: 9.76%	2024: 15/43 = 35%		35%	+25.24%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Percent of 12th grade students who complete a CTE Pathway Priority 4: Pupil Achievement	2023: 12.2%	2024: 3/43 = 7%		25%	-5.2%
1.12	Percent of 12th grade students who complete both a-g requirements and a CTE pathway Priority 4: Pupil Achievement	2023: 2.43%	2024: 1/43 = 2%		10%	-.43%
1.13	Are AP Exams offered % of students that pass with a 3 or higher. Priority 4: Pupil Achievement	2023-2024 GECS offered AP exams annually to students. In 2023-2024 no students took an AP exam.	2024-2025 GECS offered AP exams annually to students. In 2024-2025, the data isn't available yet.		GECS will offer AP exams annually to students. 50% of students taking an exam will pass with a 3 or higher.	No Difference
1.14	% of English Learner Students who made progress toward English Proficiency (ELPAC Results showing scores are increasing) % of English Learner Students who are reclassified. Priority 4: Pupil Achievement	2023-2024: English Learner Progress Rate: 2/3 = 67%. One student took the ELPAC for the first time. English Learner Reclassification Rate: 1/3 = 33%	2024-2025 English Learner Reclassification Rate: 1/3 = 33%		English Learner English Learner Progress Rate: At least 33% will show progress toward English Proficiency. Reclassification Rate: At least 33% will be reclassified.	No Difference

Goal Analysis [2024-25]

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

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

In 2024–25, Golden Eagle Charter School continued to prioritize academic rigor and equitable access to instruction, successfully implementing most planned actions under Goal 1. The school maintained 100% appropriately credentialed and assigned teachers, ensured all students had access to standards-aligned instructional materials, and provided a broad course of study to all students through personalized learning plans. Additionally, all school facilities continued to meet "Good Repair" status as measured by the Facility Inspection Tool (FIT).

There were no substantive differences between planned and implemented actions, though some services (e.g., intervention staffing and use of Title I/II funds) were implemented at slightly different levels than budgeted due to shifts in student needs, staffing levels, and changes in federal revenue allocations. Notable highlights include increased internet service costs to support digital access for students and expanded CTE offerings, including forestry, arts, and music.

Challenges included providing effective instruction and support in reading and math for independent study and homeschool students. However, the school experienced significant successes, particularly in CAASPP performance. Both ELA and Math scores improved, with Hispanic and socioeconomically disadvantaged (SED) student subgroups making especially strong gains. GECS has made meaningful progress in narrowing the achievement gap between all students and SED students on the CAASPP.

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

While most actions under Goal 1 were implemented as planned, a few material differences occurred between budgeted and actual expenditures. Professional development (Action 1.1) used slightly less Title II funding due to a reduction in available funds. In contrast, expenditures for student internet access (Action 1.2) were significantly higher—approximately four times the budgeted amount—reflecting increased demand for technology access in support of flexible learning.

ELA RTI services (Action 1.3) came in under budget by approximately $15,000, primarily due to a reduction in Title I funds. Math RTI (Action 1.4) costs were also lower due to reduced aide FTEs. Conversely, for (Action 1.5 College & Career) academic counseling required increased funding due to expanded counselor staffing to support high school course planning and college readiness efforts and we spent more on a-g teachers, resulting in an increase of roughly $40,000. CTE programming (Action 1.6) exceeded the budget by approximately $29,000 as a result of new and expanded course offerings in forestry, music, and art. These budget variances reflect a responsive reallocation of resources to address evolving student needs while continuing to advance academic achievement and college and career readiness.

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

1.1 – Professional Development: Effective in maintaining high teacher quality and support for new staff through mentoring. 100% of new teachers received mentors and credentialed teachers were appropriately assigned.

1.2 – Instructional Materials & Services: Fully effective. All students had access to standards-aligned materials and technology needed for success.

1.3/1.4 – ELA and Math RTI: Moderately effective with varied impacts across measures and subgroups. STAR data indicated mixed results: ELA growth decreased slightly overall (e.g., from 55 SGP to 51 SGP for All students), while Math growth held steady (54 SGP for All students). However, CAASPP scores showed strong gains, particularly for Hispanic students in Math (+43.2 DFS) and SED students in ELA (+20.8 DFS). This suggests that while overall growth may be inconsistent, the targeted, evidence-based interventions within RTI were highly effective in accelerating learning for our most vulnerable student groups on state assessments. The discrepancy between STAR and CAASPP results warrants further investigation into assessment alignment and intervention intensity. Lessons learned include the need for more individualized and culturally responsive ELA interventions and additional math instruction and targeted evidence based intervention.
1.5 – College & Career: Partially effective. While A-G completion rates rose from 9.76% to 35%, overall College & Career Indicator performance still lags behind targets. Academic counseling is supporting student progress, but more work is needed to ensure postsecondary readiness. Starting in 9th grade we will have each student identify their path to completing the CCI indicator. We also are working to make sure more high school students take a-g classes. It has been particularly hard to maintain employment of a Spanish teacher. Hopefully next year we will be able to hire a new teacher that can teach Spanish in Yreka and Mt. Shasta.
1.6 – CTE: Mixed effectiveness. Despite increased program breadth and investment, CTE pathway completion dropped to 7%, indicating a disconnect between access and completion. More support is needed for students to complete year 2 of each pathway.

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

As a result of data analysis and implementation experience, the following adjustments are being made for 2025–26:

Refinement of RTI services: GECS will continue to strengthen ELA and Math RTI programs by evaluating instructional practices, delivery models, and assessment alignment to support increased student growth on both STAR and CAASPP. Using the LREBG funding, GECS will increase math instruction/support during the school year and also expand summer learning in reading and writing. One change is to add an additional math teacher.

Continued investment in college and career readiness: The school will prioritize funding to support a broad range of A-G course offerings and ensure credentialed teachers are in place to teach them. Academic counseling will remain a key service to guide students through A-G completion and postsecondary planning.

Enhanced focus on CTE engagement and completion: We are changing CTE pathways; putting construction on hold next year but adding networking and energy and environment pathways. We will strengthen the newer pathways we added in the last two years - forestry, music, and art. GECS will improve advising, and clarify program sequences to increase the percentage of students completing a full pathway.

Sustained focus on equity and subgroup performance: Given the strong gains made by Hispanic and socioeconomically disadvantaged students on CAASPP, the school will continue to fund programs and staff that contribute to closing achievement gaps.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	Training & Support for teachers and administrators including induction costs, coaching, mentor costs, PLC lead stipends, and other professional development.	$45,506.00	Yes
1.2	Instructional Materials & Services	Curriculum, materials, Chromebooks, and student internet	$185,833.00	Yes
1.3	ELA RTI	English Language Arts Response to Intervention - includes Tier 1 instruction and Tier II and III additional support/intervention. This Action is partially funded by LREBG funds which we are using to partially fund reading intervention and summer learning in reading. After completing a needs assessment, we identified that that our Socioeconomically Disadvantaged subgroup has the greatest need in reading. To address this need, using evidence based resources, we will increase support for reading instruction/intervention. Funding more reading support will also increase the staff-to-pupil ratio which is an allowable use of this funding. This action is monitored by the STAR Reading results (Metric 1.6). The amount of LREBG funds in this Action is $17,242. Fidelity will be monitored through bi-weekly progress monitoring checks by EFs/teachers, monthly review of RTI program data (e.g., student participation, tier movement, diagnostic benchmark progress), and quarterly observations of intervention delivery by Program Managers to ensure adherence to evidence-based protocols.	$349,599.00	Yes
1.4	Math RTI	Math Response to Intervention - includes Tier 1 instruction and Tier II and III additional support/intervention. This Action is partially funded by LREBG funds which we are using to fund an additional math teacher and increase math instruction. After completing a needs assessment, we identified that that our Socioeconomically Disadvantaged subgroup has the greatest need in math. To address this need, using evidence based resources, we	$575,701.00	Yes

Action #	Title	Description	Total Funds	Contributing
		will increase the instructional time in math for these student groups. Hiring an additional math teacher will also increase the staff-to-pupil ratio which is an allowable use of this funding. This action is monitored by the CAASPP and STAR Math results (Metrics 1.7 and 1.8). The amount of LREBG funds in this Action is $154,719. Fidelity will be monitored through bi-weekly progress monitoring checks by EFs/teachers, monthly review of RTI program data (e.g., student participation, tier movement, diagnostic benchmark progress), and quarterly observations of intervention delivery by Program Managers to ensure adherence to evidence-based protocols.		
1.5	College & Career	Prepare students for college & career by offering a-g classes, an early college high school program and academic counseling.	$753,179.00	Yes
1.6	CTE	Career Technical Education	$347,629.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Behavior/Social Emotional, Engagement and School Culture: Create an intentional culture of care that includes a focus on student social-emotional wellness, fostering relationships, and a sense of belonging for students, parents, and staff.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed to address the social-emotional, behavioral, and engagement needs of students—especially those from unduplicated pupil groups—who often face non-academic barriers to success. GECS stakeholder feedback highlighted the importance of increasing connectedness, reducing absenteeism, and expanding mental health and wellness supports. Chronic absenteeism rates remain elevated, particularly among SED students, and family engagement levels vary significantly based on geographic and socioeconomic factors. As an independent study charter serving a large rural region, GECS must be intentional about building relationships, creating accessible in-person supports, and fostering a sense of belonging. This goal integrates family engagement, social-emotional learning (SEL), and whole-child supports—including actions funded through the Community Schools and LREBG grants—to ensure that all students, especially the most vulnerable, are supported in ways that promote engagement and long-term success. Implementing the actions below and measuring progress using the identified metrics will support GECS in achieving the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent Involvement & Family Engagement: % of EF's meeting monthly with students and/or parents.	GECS solicits parent input in decision making through Teacher/Parent meetings, surveys, community events, the Community Advisory	GECS solicits parent input in decision making through Teacher/Parent meetings, surveys,		GECS solicits parent input in decision making through Teacher/Parent meetings, surveys,	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 3: Parent Involvement & Family Engagement	Counsel and the Leadership Team. GECS offers orientations for parents, ongoing meetings with teachers, and parent trainings. 2023-2024 100% of EF's met with students and/or parents at least monthly.	community events, the Community Advisory Counsel and the Leadership Team. GECS offers orientations for parents, ongoing meetings with teachers, and parent trainings. 2024-2025 100% of EF's met with students and/or parents at least monthly.		community events, the Community Advisory Counsel and the Leadership Team. GECS offers orientations for parents, ongoing meetings with teachers, and specific training. 100% of EF's met with students and/or parents at least monthly.	
2.2	Data from Schoolwide Surveys: % of parents that believe that GECS takes the necessary steps to ensure their child's safety while at a GECS center. % of students that feel safe while at a GECS center. % of parents that believe their child is connected to the GECS community. % of students that feel connected to the GECS community. Priority 3: Parent Involvement & Family Engagement	Spring 2024 Survey: 95% of parents believe that GECS takes the necessary steps to ensure their child's safety while at a GECS center. 97% of students feel safe while at a GECS center. 98% of parents believe their child is connected to the GECS community. 95% of students feel connected to the GECS community.	Spring 2025 Survey: 94% of parents believe that GECS takes the necessary steps to ensure their child's safety while at a GECS center. 95% of students feel safe while at a GECS center. 95% of parents believe their child is connected to the GECS community. 84% of students feel connected to the GECS community.		93% of parents believe that GECS takes the necessary steps to ensure their child's safety while at a GECS center. 93% of students feel safe while at a GECS center. 93% of parents believe their child is connected to the GECS community. 93% of students feel connected to the GECS community.	parents (safety) = -1% students (safety) = -2% students (connectedness) = -9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 6: School Climate					
2.3	% of P2 Attendance Rate (ADA) Priority 5: Pupil Engagement	2023 - 2024: 97.6%	2024-2025: 98.04%		Maintain an average daily attendance rate of at least 93%.	+.44%
2.4	% of Students considered chronically absent. Priority 5: Pupil Engagement	2022 - 2023: All: 4% Hispanic: 5.7% White: 3.9% Two or More Races: 4.5% Students with Disabilities: 6.5%% SED: 4.9%	2023-2024: All: 4.7% Hispanic: 5.7% White: 4.1% Two or More Races: 8% Students with Disabilities: 3% SED: 5.5%		Maintain a 5% rate for all and every significant subgroup.	All: +.7% Hispanic: 0% White: +.2% Two or More Races: +3.5 Students with Disabilities: +3% SED: +.6%
2.5	% of students meeting the High School Graduation Rate Priority 2: State Standards Priority 4: Pupil Achievement Priority 5: Pupil Engagement	2022 - 2023: All: 81.3% White: 82.4% SED: 77.5%	2023-2024 All: 90.2% White: 87.5% SED: 88.9%		All: 85% White: 85% SED: 85%	All: +8.9% White: +5.1% SED: 11.4%
2.6	High School Dropout Rate (%) Priority 5: Pupil Engagement	2022-2023 1 Dropout. 1/192 = .52%	2023-2024 2 Dropouts - 10th graders that moved out of state. 2/190 = .011%		Maintain a high school dropout rate (%) that is less than or equal to the county average 7.9%.	-.51%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Middle School Dropout Rate (%) Priority 5: Pupil Engagement	2022 - 2023: 1 Dropout - student moved out of state. 1/160 = .63%	2023-2024: 2 Dropouts - students moved out of state. 2/154 = .013%		Maintain a 4% or less Middle School Dropout Rate.	-.62%
2.8	Suspension Rate (%) Priority 6: School Climate	2022 - 2023: 0%	2023-2024: 0%		Maintain a suspension rate (%) that is lower than the county average 5.8%.	0%
2.9	Expulsion Rate (%) Priority 6: School Climate	2022 - 2023: 0%	2023-2024: 0%		Maintain an expulsion rate that is lower than the county average .3%.	0%

Goal Analysis [2024-25]

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

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

In 2024–25, Golden Eagle Charter School continued to foster a positive school climate by supporting students' social-emotional wellness, promoting engagement, and building a sense of belonging among students, families, and staff. Most planned actions under Goal 2 were successfully implemented. The school maintained high levels of parent and student engagement, with 100% of Educational Facilitators (EFs) meeting monthly with students and/or parents to support personalized learning and maintain strong relationships.

The Spring 2025 schoolwide survey results indicated that 94% of parents believed GECS takes necessary steps to ensure their child's safety, and 95% of students reported feeling safe. Parent perceptions of connectedness remained high at 95%, though student perceptions of connectedness declined slightly to 84%, indicating an area for continued focus. Attendance remained strong, with a P2 ADA rate of 98.04% and low rates of chronic absenteeism across all groups, although there were slight increases among students identified as Two or More Races and socioeconomically disadvantaged (SED) students. High school graduation rates rose significantly to 90.2% overall, and middle school dropout rates and suspension/expulsion rates remained at 0%.

Challenges included the mid-year loss of a mental health counselor, which slightly reduced the availability of mental health support services. Rising facility rental costs also presented a challenge for hosting meetings and student services in outlying areas. Nonetheless, the school's commitment to fostering community engagement and social-emotional wellness remained evident through strong survey outcomes, student attendance, and graduation rates.

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

While most actions under Goal 2 were implemented as planned, a few material differences occurred between budgeted and actual expenditures. Salaries and benefits (Action 2.1 Community Schools Grant/Match) were slightly under budget due to the mid-year departure of a mental health counselor, which reduced staffing costs for part of the year. Additionally, we purchased 2 vans, instead of 1 with the community schools grant/match. These costs put the costs of the Action 2.1 Community Schools Grant/Match roughly $50K higher than originally budgeted.. Facility rental costs (Action 2.2) increased by approximately $4,000 due to rising venue prices, and further increases are anticipated for future years. In addition, expenditures for parent gas cards (Action 2.3) rose slightly to support parent participation in school meetings, events, and assessments, particularly for families at or below the poverty level. These adjustments reflect the school's responsiveness to emerging needs while maintaining a focus on accessibility and engagement.

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

2.1 – Community Schools Grant (Staffing, Professional Development, Community Events): Largely effective. Despite the loss of a mental health counselor mid-year, the Community Schools Coordinator and remaining counselors continued to provide support services and organized events that strengthened family engagement and school connectedness. (Metrics 2.1, 2.2)
2.2 – Facility Rental: Effective, though challenged by cost increases. Rental of meeting spaces in outlying areas supported outreach to geographically dispersed students and families, maintaining access to teacher-student meetings and events. (Metrics 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9)
2.3 – Gas Cards for Families: Effective. Gas cards supported increased participation by low-income families in parent events, school assessments, and IEP meetings, reducing barriers to engagement. (Metrics 2.2, 2.3, 2.4)
Overall, actions under Goal 2 supported strong school climate outcomes, as evidenced by high survey results, strong attendance, low dropout rates, and continued low rates of suspension and expulsion.

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

As a result of data analysis and implementation experience, the following adjustments are being made for 2025–26:

Increased budget for facility rentals: Due to rising rental costs for meeting spaces, GECS will allocate additional funds to maintain access to outlying families and students.

Focus on student connectedness: While parent connectedness remained strong, a slight decline in student reports of connectedness will be addressed through expanded community events, student engagement initiatives, and targeted social-emotional learning activities.

Continued investment in mental health supports: Following the mid-year staffing reduction, GECS will prioritize maintaining a full complement of mental health counselors to meet student needs and further promote wellness.

Ongoing support for family engagement: Gas card funding will continue to ensure transportation is not a barrier for low-income families to participate fully in parent events, meetings, and schoolwide assessment..

Sustained commitment to equity: GECS will continue monitoring chronic absenteeism by subgroup and refining supports to ensure equitable engagement and participation for all students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Community Schools Grant	Salaries/Benefits: Community Schools Coordinator, Mental Health Counselors, Wellness Coach, & Reading Intervention Teacher. Professional Development for the Community Schools Coordinator, Mental Health Counselors, and Wellness Coach. Community Event Costs.	$367,992.00	Yes
2.2	Facility Rental	Rental of meeting spaces in outlying areas for teachers to work with students	$6,070.00	Yes
2.3	Gas Cards	Provide Gas Cards to poverty level parents to attend parent events/meetings and to get their students to IEP meetings or school assessments.	$1,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,613,443	$163,016

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
26.089%	0.000%	$0.00	26.089%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development **Need:** Unduplicated students—particularly SED, EL, and Homeless youth—often require differentiated, trauma-informed, and culturally responsive instruction to overcome learning barriers and access grade-level content. Gaps in subgroup achievement data highlight the	This action ensures all teachers are fully credentialed and participate in ongoing professional development in evidence-based instructional strategies. Given that over two-thirds of our student population are unduplicated pupils (SED, EL, Homeless), and these students disproportionately experience learning barriers and achievement gaps, this professional development is principally directed towards equipping *all* educators with specialized skills in Universal Design for Learning (UDL), culturally responsive	1.1 % of teachers appropriately credentialed, mentor assignments for new teachers, and participation in PD focused on equity and differentiation

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	need for improved Tier I instruction aligned to these practices. **Scope:** Schoolwide	teaching, and trauma-informed practices. This schoolwide implementation ensures that differentiated and responsive instruction is consistently applied across all programs and settings, directly addressing the systemic need for improved Tier I instruction that disproportionately impacts our unduplicated pupils and accelerates their academic growth and social-emotional well-being. The effectiveness is measured by improved subgroup achievement data and fidelity of implementation of these targeted instructional practices.	
1.2	**Action:** Instructional Materials & Services **Need:** Data from STAR and CAASPP assessments show that many socioeconomically disadvantaged (SED) students and students with disabilities are performing below grade level in core academic areas. These students often require access to differentiated and supplemental materials to fully engage with standards-aligned instruction—particularly in nontraditional/flex-based or independent study settings. **Scope:** Schoolwide	This action provides schoolwide access to instructional materials and services—including intervention resources, hands-on learning tools, and digital curriculum supports—so that unduplicated students have equitable opportunities to access content, complete assignments, and receive scaffolded instruction. Since SED students make up the majority of the GECS population and are enrolled across all grades and learning models, providing materials schoolwide ensures those students are reached wherever they are learning. A schoolwide approach removes barriers and improves the consistency of access and support for high-need students.	1.2 Instructional Materials, number of students issued Chromebooks and hotspots. 1.4 Documentation of Personalized Learning Plans
1.3	**Action:** ELA RTI **Need:**	ELA RTI is implemented schoolwide to ensure early identification and systematic intervention for all struggling readers, including unduplicated pupils who are often at elevated risk of academic delay. Providing this support schoolwide enables	STAR ELA growth for students receiving RTI support CAASPP DFS for SED students in ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	CAASPP and STAR data indicate that many socioeconomically disadvantaged (SED) students are performing below grade level in English Language Arts (ELA), particularly in reading fluency and comprehension. These students benefit from targeted, tiered support to address foundational skill gaps that hinder long-term academic growth. **Scope:** Schoolwide	equitable access across grade levels and learning models, ensuring that high-need students are not overlooked based on setting or teacher. A schoolwide RTI framework allows GECS to proactively reach unduplicated pupils, provide evidence-based reading intervention, and reduce long-term achievement gaps through consistent progress monitoring.	RTI program data (e.g., number of students served, tier movement, progress on diagnostic benchmarks) Reading fluency/accuracy assessments
1.4	**Action:** Math RTI **Need:** Internal and state assessment data indicate that socioeconomically disadvantaged (SED) students at GECS are performing significantly below standard in math. In 2023, the CAASPP Distance from Standard for SED students in math was -103.6; while it improved in 2024, it remains well below proficiency. STAR data also shows that math growth is slower for Hispanic and SED students compared to other groups, indicating a continued need for intervention. **Scope:** Schoolwide	A schoolwide Math RTI system ensures that all students—including the high percentage of unduplicated pupils enrolled—receive timely and targeted support when foundational math skills are lacking. Providing Math RTI schoolwide allows GECS to offer equitable intervention across all instructional models and grade levels without limiting access based on subgroup designation. Because SED students are disproportionately represented among those needing support, a schoolwide structure ensures they benefit from systematic screening, progress monitoring, and tiered intervention aligned to their needs.	STAR Math growth for students receiving RTI support CAASPP Math DFS data for SED and Hispanic subgroups Progress monitoring within RTI (e.g., intervention diagnostics, tier movement) Math fluency and foundational skill assessments
1.5	**Action:** College & Career **Need:**	This action ensures schoolwide access to college and career supports such as academic advising, CTE pathways, career exploration, and dual enrollment coordination. Unduplicated pupils may	1.9 College & Career Indicator by subgroup 1.10 a-g course enrolment and completion

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	GECS's unduplicated students, particularly those who are socioeconomically disadvantaged, have lower rates of participation in college and career preparation activities such as CTE, dual enrollment, and a-g course planning. The College & Career Indicator (CCI) shows that only 32.7% of all students are meeting preparedness thresholds, and subgroup rates are often lower. **Scope:** Schoolwide	lack external guidance, financial resources, or exposure to postsecondary planning. By embedding these supports across the entire school program, GECS increases the visibility and accessibility of opportunities—especially for those students who may not actively seek them out. A schoolwide approach ensures equity, normalizes postsecondary planning for all students, and allows staff to proactively support unduplicated students based on need and interest.	Counselor logs and advising summaries
1.6	**Action:** CTE **Need:** Unduplicated students—particularly those who are socioeconomically disadvantaged—face barriers to postsecondary success, including limited access to career exploration and hands-on, skills-based learning experiences. GECS stakeholder input has consistently indicated interest in career readiness opportunities, and the school's College & Career Indicator (CCI) shows room for improvement, especially among subgroups. **Scope:** Schoolwide	GECS provides access to CTE programming and services schoolwide to ensure that all students, especially unduplicated pupils, are exposed to career pathways and job skills training. Offering CTE opportunities schoolwide enables equitable participation across grade levels and programs (including independent study and hybrid students), and removes barriers such as scheduling limitations or transportation. Unduplicated students often rely solely on school-based opportunities for career preparation, and a schoolwide model ensures staff can guide them into these experiences early and effectively.	1.11 CTE Pathway Completion rates by subgroup and course enrollment records
2.1	**Action:** Community Schools Grant	GECS uses Community Schools grant funding to strengthen access to whole-child supports—such as wellness services, mental health coordination,	Aperture SEL screener data, mental health service logs

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Unduplicated students at GECS, particularly those who are socioeconomically disadvantaged or experiencing homelessness, often face barriers beyond academics—including limited access to mental health care, transportation, food, and social-emotional support. Chronic absenteeism and survey feedback indicate a need for more accessible wraparound services and stronger home-school connections. **Scope:** Schoolwide	food and basic needs assistance, and parent engagement programs. These services are offered schoolwide to eliminate access barriers and reduce stigma, ensuring that unduplicated pupils can benefit from integrated supports without needing to self-identify or navigate complex eligibility systems. A schoolwide approach also allows GECS to build a cohesive system of supports embedded in its independent study model, reaching students across a wide geographic area.	2.3/2.4: Attendance and chronic absenteeism data by subgroup
2.2	**Action:** Facility Rental **Need:** Unduplicated students—including those who are socioeconomically disadvantaged and experiencing homelessness—benefit from in-person access to academic, social-emotional, and wellness services. However, GECS's independent study model and geographic spread create logistical challenges for delivering these supports consistently. Stakeholder input emphasized the importance of access to safe, staffed in-person spaces for engagement and community-building. **Scope:** Schoolwide	GECS rents facilities across the region to host tutoring, academic support, wellness services, student events, and family engagement activities. Providing these facilities schoolwide ensures that all students—especially unduplicated pupils—have equitable opportunities to access services, regardless of where they live. A schoolwide model removes access barriers for high-need students, supports meaningful relationships between staff and families, and allows GECS to embed whole-child supports into its flexible program structure.	2.4 Chronic Absenteeism Rates by subgroup 2.5 High School Graduation Rate for outlying students Meeting space usage logs

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.3	**Action:** Gas Cards **Need:** GECS serves students across a wide and often rural geographic area. Unduplicated students, especially those who are socioeconomically disadvantaged or experiencing homelessness, often lack reliable transportation to access in-person services, academic support, or community engagement events. Stakeholder input has repeatedly emphasized transportation as a major barrier to participation and attendance. **Scope:** Limited to Unduplicated Student Group(s)	Providing gas cards helps reduce transportation barriers that disproportionately affect socioeconomically disadvantaged. These cards are made available exclusively to SED families based on identified need, ensuring equitable access to academic services, special education meetings, assessments, and engagement events for those students who face the greatest transportation-related opportunity gaps	2.4 Chronic Absenteeism Rates 2.5 High School Graduation Rate Gas Card distribution logs Feedback from families on transportation-related barriers

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

Not applicable.

Additional Concentration Grant Funding

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

GECS uses additional concentration grant add-on funds to fund additional Instructional Aides ((Goal 1, Actions 3 &4) to provide additional support in ELA and math. This increases the number of staff that provide direct services to Unduplicated Pupils.

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	6,184,415	1,613,443	26.089%	0.000%	26.089%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,613,443.00	$813,135.00	$0.00	$205,931.00	$2,632,509.00	$2,337,691.00	$294,818.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$12,166.00	$33,340.00	$29,716.00			$15,790.00	$45,506.00	
1	1.2	Instructional Materials & Services	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$0.00	$185,833.00	$132,386.00			$53,447.00	$185,833.00	
1	1.3	ELA RTI	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2025-2026	$349,599.00	$0.00	$210,307.00	$49,619.00		$89,673.00	$349,599.00	
1	1.4	Math RTI	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2025-2026	$575,701.00	$0.00	$384,843.00	$157,760.00		$33,098.00	$575,701.00	
1	1.5	College & Career	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$753,179.00	$0.00	$652,019.00	$87,237.00		$13,923.00	$753,179.00	
1	1.6	CTE	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$295,554.00	$52,075.00	$86,916.00	$260,713.00			$347,629.00	
2	2.1	Community Schools Grant	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$351,492.00	$16,500.00	$110,186.00	$257,806.00			$367,992.00	
2	2.2	Facility Rental	Low Income	Yes	School wide	Low Income	All Schools	2025-2026	$0.00	$6,070.00	$6,070.00				$6,070.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Gas Cards	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	2025-2026	$0.00	$1,000.00	$1,000.00				$1,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
6,184,415	1,613,443	26.089%	0.000%	26.089%	$1,613,443.00	0.000%	26.089 %	**Total:**	$1,613,443.00
								LEA-wide Total:	$0.00
								Limited Total:	$1,000.00
								Schoolwide Total:	$1,612,443.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$29,716.00	
1	1.2	Instructional Materials & Services	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$132,386.00	
1	1.3	ELA RTI	Yes	Schoolwide	English Learners Foster Youth Low Income		$210,307.00	
1	1.4	Math RTI	Yes	Schoolwide	English Learners Foster Youth Low Income		$384,843.00	
1	1.5	College & Career	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$652,019.00	
1	1.6	CTE	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$86,916.00	
2	2.1	Community Schools Grant	Yes	Schoolwide	English Learners Foster Youth	All Schools	$110,186.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.2	Facility Rental	Yes	Schoolwide	Low Income	All Schools	$6,070.00	
2	2.3	Gas Cards	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$1,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,162,584.00	$2,252,759.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Professional Development	Yes	$44,143.00	$37,617
1	**1.2**	Instructional Materials & Services	Yes	$288,001.00	$294,907
1	**1.3**	ELA RTI	No	$129,119.00	$113,634
1	**1.4**	Math RTI	Yes	$397,802.00	$385,442
1	**1.5**	College & Career	Yes	$643,689.00	$680,918
1	**1.6**	CTE	Yes	$246,924.00	$275,161
2	**2.1**	Community Schools Grant/Match	Yes	$409,906.00	$458,065
2	**2.2**	Facility Rental	Yes	$2,500.00	$6,360
2	**2.3**	Gas Cards	Yes	$500.00	$655

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,380,921	$1,378,101.00	$1,380,921.00	($2,820.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	$27,750.00	$22,750		
1	1.2	Instructional Materials & Services	Yes	$146,380.00	$166,659		
1	1.4	Math RTI	Yes	$359,833.00	$357,767		
1	1.5	College & Career	Yes	$629,515.00	$667,788		
1	1.6	CTE	Yes	$158,878.00	$112,842		
2	2.1	Community Schools Grant/Match	Yes	$52,745.00	$46,100		
2	2.2	Facility Rental	Yes	$2,500.00	$6,360		
2	2.3	Gas Cards	Yes	$500.00	$655		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5,771,026	$1,380,921	0	23.929%	$1,380,921.00	0.000%	23.929%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Appendix #5: GECS School Safety Plan

GOLDEN EAGLE CHARTER SCHOOL

1030 WA Barr Rd, Mt. Shasta, CA 96067

(530) 926-5800

Comprehensive School Safety Plan

SHELLY BLAKELY

Executive Director

Comprehensive School Safety Plan

Revised 2/11/2021, 2/10/2022, 2/16/2023, 2/8/2024, 2/24/2025, 5/8/25

Approved June 13, 2019

I. STRATEGIES AND PROGRAMS THAT MAINTAIN A HIGH LEVEL OF SCHOOL SAFETY 1

EMERGENCY RESPONSE PLAN 1
ADMINISTRATION OF THE PLAN 1
Assumptions And Purpose: 1
Levels Of Emergency 1
Plan implementation: 1
Hazard Assessment: 1
Staff Training: 1
Emergency Drills: 2
Evacuation Routes: 2
Parent Communication: 2
Student Release/Emergency File: 2
Communication: 2
GENERAL EMERGENCY PROCEDURES: 3
MULTI-HAZARD REFERENCE GUIDE: 3
EMERGENCY ACTION PLAN 4
LOCKDOWN PROCEDURES 4
CAMPUS DISORDER 6
FIREARM/SHOOTING 6
HOSTAGE/BARRICADED SUBJECT 8
THREATENING INTRUDER 8
SHELTER IN PLACE PROCEDURES 9
SCHOOL VIOLENCE THREAT ASSESSMENT AND RESPONSE 9
AIR POLLUTION 11
BIOLOGICAL/CHEMICAL THREAT 12
CHEMICAL SPILL/TOXIC EMISSIONS 12
SEVERE WIND/WEATHER 13
STINGING INSECTS 13
OPIOID OVERDOSE 14
UTILITY FAILURE/TEMPERATURE STRESS 14
EVACUATION PROCEDURES 15
EMERGENCY DISASTER PROCEDURE FOR PUPILS WITH DISABILITIES 16
DROP, COVER & HOLD AND PROCEDURES 17
AIRCRAFT ACCIDENT 18
BOMB THREAT 18
EARTHQUAKE 20
FLOOD 21
FIRE/EXPLOSION 22
SCHOOL EVACUATION MAP FOR GOLDEN EAGLE CHARTER SCHOOL 24
INCIDENT COMMAND TEAM 24
INCIDENT COMMAND TEAM RESPONSIBILITIES 25
EMERGENCY TELEPHONE NUMBERS 27

II. PROCEDURES FOR COMPLYING WITH EXISTING LAWS RELATED TO SCHOOL SAFETY 29
A. Child Abuse Reporting Procedures 29
Procedures To Notify Teachers Of Dangerous Pupils 31

III. TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY 33
B. Golden Eagle Charter School Dress Gode 33
C. Safe And Orderly School Environment 35
D. Safe Ingress And Egress Of Students, Parents/Guardians And Employees 35
E. School Discipline 35
F. Suspension And Expulsion Policy And Procedures 36

IV. CURRENT STATUS OF SCHOOL CRIME 36
A. Positive School Climate/Safe And Orderly Learning Environment 36
Addendum #1: GECS Instructional Continuity Plan (ICP)

I. STRATEGIES AND PROGRAMS THAT MAINTAIN A HIGH LEVEL OF SCHOOL SAFETY

EMERGENCY RESPONSE PLAN

ADMINISTRATION OF THE PLAN

Assumptions And Purpose:

This Emergency Response Plan is designed to provide a framework for protecting students, staff, and school facilities.

The plan details the flow of command from the Main Office level to the school level. It describes the different positions necessary to respond to an emergency and suggests responsibilities associated with each position. The staff and students remaining on the school campus during/after an emergency event should be able to be self-sufficient for an extended period and may be required to provide food, shelter, and first aid for themselves during that time.

Levels Of Emergency

There are three levels of emergencies:

- Level One Emergency

A localized emergency that school Center personnel can manage by following their own emergency plan.
Example: Power outage, campus disorder

- Level Two Emergency

A moderate to severe emergency, somewhat beyond the school's response capability, which may require mutual aid assistance from the fire department, police department, etc. Example: fire, intruder on campus, bomb threat.

- Level Three Emergency

A major disaster that requires mutual aid assistance; recovery time is extensive and response time may be delayed or impaired.

Plan implementation:
The Emergency Response Plan will be:

- Initiated by the School Director or designee.
- Implemented requiring the support of all staff who are mandated to remain on campus and perform their assigned duties until released.
- Reviewed annually for modifications.

Hazard Assessment:
A physical survey of each campus for hazardous conditions will be performed each year under the direction of the School Director or designee. In addition to the structural inspection each teacher and staff member will be required to conduct a survey of his/her classroom or office/office space. Appropriate forms will be completed and submitted to the school and/or Main Office for remedy.

Staff Training:
Understanding that training is the most effective way to ensure a safe response to a natural or man-caused disaster, all certificated and classified staff will be trained in accordance with the guidelines set out in this Emergency Response Plan. As the school climate changes, modifications may be necessary.

On an annual basis:

- Allocate time to formulate and maintain the specific teams.
- Staff members, working directly with students, will receive first aid and CPR certification.
- Certifications will be kept up to date.
- The School Director, or Program Managers, will review and discuss the responsibilities set forth in the Emergency Response Plan with classified and certificated staff.

Emergency Drills:
In accordance with state law:

- Drills will be initiated by announcement, uniform bell, alarm, or air horn signals.
- Fire drills will be conducted monthly.
- "Drop, Cover, and Hold" drills will be held each quarter.
- Earthquake plans will be initiated on a rotating basis at least twice during each school year.
- Active shooter training will be provided bi-annually.

All staff and students will participate in drills. Drills are recorded on the Verification of Emergency Drill Form.

All staff are trained annually on the Emergency Response Plan and Incident Command System.

Evacuation Routes:
The School Director or Designee is responsible for establishing and maintaining a safe evacuation route from all school buildings. Evacuation routes will be reviewed on an annual basis and updates will be made, if necessary. Evacuation routes will be posted in all classrooms, multi-purpose rooms, libraries, and school offices.

Parent Communication:
Parents will be notified and reminded on an annual basis of the procedures set out in the Emergency Response Plan. The Student Release Policy will be reviewed on an annual basis. Parents will be required to complete the Emergency Authorization Form and School Pick Up Authorization sections of the enrollment packet, which authorizes the School to release their students to specified adults in the event of an emergency or disaster. A sample letter to parents and forms pertaining to policies and procedures have been included in this plan.

Student Release/Emergency File:
In all emergency situations, the Program Manager at each Learning Center or designee (under the direction of the School Director) will make the decision to release students. When students are released certain portions of the Emergency Response Plan may be implemented.

An emergency file containing pertinent information for each student will be maintained and available in the school office. If the evacuation of students is necessary, each school office manager/administrative assistant or designee will be instructed to bring all emergency information to the evacuation assembly area. A student release policy will be followed for the safe release of students to their parents or other responsible adults.

Communication:
During an emergency, each Learning Center will report the condition of the Learning Center, i.e. injuries, damage to buildings. Learning Centers will report directly to the School Director or designee. Telephones and cell phones may be used but cannot be relied upon. Communication will occur only to report emergency conditions or to request emergency assistance. No other calls will be made. Students and parents will be informed of this policy and encouraged to adhere to it. Parents will be contacted through the School's off-site parent notification system.

If telephone or electrical services are interrupted, another means of communication must be available. A bullhorn, whistle, walkie-talkies and/or runners will be utilized within the school grounds. This process of communication will be established prior to an incident so that everyone understands the meaning of the signal(s). Communication from the Main Office to school Learning Centers may be established with the use of two-way radios, talk-around or via the Parent

Square system already established at the Main office and school Learning Center.

GENERAL EMERGENCY PROCEDURES:

The Emergency Response Plan establishes a format of general procedures to be followed in the event of any emergency. Administrators will develop and maintain emergency response teams according to these procedures and will drill and practice with their staff using these specific instructions. Minor adjustments may be necessary due to staff size, but all modifications must be approved by the Director, or designee. Uniformity to response is of utmost importance. Staff will be updated on an annual basis of any changes to established procedures. (This information is also provided in the Emergency Response Guide, located in each classroom.)

Students and staff may be instructed to initiate one of the following responses based on the individual circumstances of the disaster: Lockdown, ACTIVE SHOOTER TRAINING, Evacuate, Drop Cover & Hold, Shelter in Place

Disaster response described in this plan are:

- Campus Disorder
- Firearm/Shooting
- Hostage/Barricaded Subject
- Threatening Intruder
- Bomb Threat
- Biological/Chemical Threat
- Chemical Spills
- Severe Weather
- Stinging Insects
- Utility Failure/Heat Stress
- Aircraft Accident
- Air Pollution
- Earthquake
- Fire/Explosion
- Flood

The introductory page at the beginning of each section provides specific instructions and directives to the Emergency Manager and Teacher. These responses will be practiced and drilled on a regular basis to ensure quick and efficient response in the event of an emergency. Dates for drills will be set at the beginning of each school year. Verification of drills will be submitted to the School Main Office each June.

The General Emergency Procedures provide uniform responses to events that may occur at a school site. When conscientiously practiced and used in conjunction with the Incident Command System, Stakeholders can be reasonably sure that schools will respond effectively, efficiently, and safely and in a manner approved by the state and federal government.

The information has been formatted simply and at times may seem repetitive. However, when used by the Emergency Manager, any subject can be taken from the plan book, reproduced, and presented to the staff on a single page.

MULTI-HAZARD REFERENCE GUIDE:

The Multi-Hazard Reference Guide is provided in this section. It is also posted in each classroom, teaching facility and administrative building. The Multi-Hazard Reference Guide identifies the specific sound, signal, and/or announcement heard in the event of an emergency, as well as a quick explanation and response to follow when hearing a specific signal.

The Golden Eagle Charter School has selected four signals:

1. The fire alarm or verbal announcement of "Evacuate" signals an evacuation.
2. A verbal announcement of "Lockdown" activates a Lockdown.
3. A verbal broadcast "Shelter-In-Place" initiates a "Shelter-In-Place" mode; and
4. A verbal announcement "All Clear" returns staff and students to a normal schedule.

MULTI-HAZARD REFERENCE GUIDE

SUDDEN SHAKING VIOLENT CRASH OR EXPLOSION	DO THIS: • Duck, Cover, and Hold! • Stay under the table and chairs until shaking or noise stops. • Stay away from windows. • Do NOT pry open doors/windows. • Check for the safest evacuation route. If evacuating: • Wear ORANGE or GREEN vest to signal safe evacuation or need for help. • Hang HELP or SAFE placard on outside of door
WHEN YOU HEAR FIRE ALARM OR ANNOUNCEMENT	DO THIS: • Stop! Check for the safest route. • Go upwind from odor or smoke. • Evacuate to the safest assembly area. • Need Help: Wear Orange Vest • All Safe: Wear Green Vest WHAT YOU NEED: • Clipboard • Class Roster
WHEN YOU HEAR "LOCKDOWN"	DO THIS: • Close windows; lock doors. • Turn out lights. • Instruct students to sit on the floor away from windows/ doors in small groups. • Do not release students; do not admit students. • Do not use telephones, cell phones, or intercoms. • Evacuate to the safest assembly area. • Need Help: Wear Orange Vest • Use ACTIVE SHOOTER TRAINING method of response. WHAT YOU NEED: • SAFE or HELP placards to place in window, unless it is an active shooter scenario.
WHEN YOU HEAR "SHELTER-IN-PLACE"	DO THIS: • Close windows and doors. • Instruct students to only sit at desks. • Do not release students. Changes will be communicated. WHAT YOU NEED: • SAFE or HELP placards to place in window, unless it is an active shooter scenario.
WHEN YOU HEAR "ALL CLEAR"	DO THIS: • Return to regular schedule.

EMERGENCY ACTION PLAN

LOCKDOWN PROCEDURES

A Lockdown is an emergency response used when a school is faced with extremely violent behavior, armed intruders, active shooters, an on-campus hostage situation, or when there is police activity in the general area that could threaten the safety of students and staff. Note: For an Active Shooter Situation, follow the Active Shooter Protocol, which may not warrant a lockdown. When Lockdown is initiated, it means there is an immediate and possibly life-threatening situation on campus, and it must be taken seriously.

In the event of a lockdown, the School Director or Designee will carry out all or some of the following:

- Notify teachers and staff of Lockdown (verbally using PA system or Air Horn).
- Activate Learning Center Incident Command Post which will:
  - Contact emergency personnel on and off site, as needed.
  - Contact the Main Office.
  - Secure building entrances, ensuring that no unauthorized individuals leave or enter the school.
  - Initiate portions, or all of the Incident Command Team to assist in the event.
- When students have assembled in their classrooms, lock outside corridors and hallway doors of unaffected Building(s).
- If the emergency is away from campus, the School Director or designee may modify the Lockdown and allow teachers to continue their regular school activities within the building.
- Prohibit outdoor activities.
- Be prepared to evacuate to a safer location.
- Stay in control of all Learning Center activities until emergency personnel arrive.

LOCKDOWN LEVEL AND RESPONSE

What YOU should do in the event of a lockdown alert:

Level I - The threat is nearby but not directly on campus:

Exterior doors are locked and access into the school is restricted. No one goes outside until the "all-clear" message is received.

Level II - The threat is inside the school:

During a criminal threat, students and faculty/staff are instructed to proceed to the nearest classroom, office, or residence hall room where they should lock the door and stay away from the windows. If a person is outside when the lockdown announcement is made, they should run quickly into a building if one is very close or stay low to the ground behind a vehicle, tree, or other large object. If a dangerous person is present on campus, it is very important to avoid being seen by them.

Other precautions that should be taken during a criminal threat:

- Cell phones should be silenced.
- Remind Students of ACTIVE SHOOTER TRAINING.
- Lights, electronics, and other equipment should be turned off. Everyone should stay low and away from the windows. Everyone should remain silent and stay very still.
- Teachers or staff members are responsible to record the names of everyone present.
- It is essential that everyone stays calm and follows any instructions given by police.
- Classrooms are locked and everyone stays inside the classroom or inside a room in the building.
- If the threat is in your immediate area DO NOT lock the aggressor in your area with you.
- If you are out in a common area seek the nearest secure shelter (i.e. a nearby class, office, bathroom, etc.).

- If you are in or near the parking lot seek shelter in your vehicle and lock the doors. DO NOT leave the campus. Await contact by police personnel.
- Remain in your secured area until further instructions are provided. This may take some time and will require patience.
- If you are in a classroom or office area, immediately lock the entry door and turn off the lights. Keep students inside, away from windows and take cover if possible.

IMPORTANT: If you are locked down in your office or a classroom or other area it is important that you remain locked down as police pass through the area to investigate and secure the threat. It is also important that you indicate (if possible) to the police non-verbally that your area is secure, and the offender is not in that area. This will be accomplished by giving the police a "thumbs up" as they approach your door. If the threat is in your area do not respond to the police. This will signal that there is a potential threat in your area, and they will enter the room. If there is no threat in your area the police will move to the next area. REMAIN IN LOCKDOWN!

- Once the threat has been contained a police officer accompanied by a campus representative will move from area to area to release people from the lockdown. Wait for the official release. This will take some time. Please remain in your area as it will be imperative to provide medical assistance if necessary and the police and/or security may need additional information from you regarding the incident.

Level III - Imminent life-threatening danger:

- Remain calm. Encourage others to remain calm.
  Immediately cease all activity (i.e. teaching, group work, meetings.)
- Lock or barricade all doors when possible. Card access doors will be locked during a lockdown but can be opened from the inside.
- If possible, cover any windows or openings that have a direct line of sight into a hallway.
- Shut the blinds or pull the shades down. Turn off lights and try to give the impression that the room is empty.
- Stay low, away from windows and doors and barricade door(s) if possible; use furniture or desks as cover.
- Sit on the floor or crouch under or behind desks and bookshelves where possible, to be as invisible as possible.
- Immediately put all cell phones into "vibrate" or "silent" mode. Calls or texts to the police should be made only if specific information becomes available regarding the location or conduct of the intruder or if the status of the emergency changes.
- DO NOT respond to anyone at the door until an "all clear" text message is received or if you are certain it is safe to do so (i.e. if police are at the door).
- Prepare students for a possible evacuation by armed law enforcement personnel.
- If you are directed by police to leave your secured area, assist others in moving as quietly and quickly as possible.
- Do not sound the fire alarm in the building unless there is a fire. People may be placed in harm's way when they are attempting to evacuate the building. If a fire alarm sounds during a lockdown, do not evacuate unless you smell smoke or see fire in your area.
- If you are outside of a building when a lockdown is announced, if it is safe to do so, run into the nearest building and follow the above lockdown instructions. If it is not safe to run into a building, hide behind a large heavy object (i.e., vehicle, tree). Notify the Office when safe to do so.
- Be aware of alternate exits if it becomes necessary to flee.
- individuals should not attempt to leave the building until told to do so by police personnel.

After Emergency:

- The ICO, as advised by law enforcement and School admin, will deactivate Lockdown events by announcing "All
- Clear".
- Teachers will not release students from their immediate oversight until "All Clear" is heard.
- Students will likely be needed to give statements to law enforcement. They should remain on site until law

- enforcement gives the Ok for them to leave.
- Students will be released to authorized individuals, following the school's established student release plan.
- GECS may provide psychological services to assist in the counseling of staff and students at a later date.

CAMPUS DISORDER

The greatest concern in the event of a campus disturbance is the potential impact on the safety of students and staff. Should a fight, riot or other disturbance develop in the community, or on or near the campus, school personnel will notify local law enforcement and make every effort to minimize the impact. School personnel on scene will decide if the event is wide-spread or severe enough to activate the School's Emergency Response Plan. School Staff will continue to monitor the situation and inform students and staff as information is made available. This effort will continue until the disturbance has been resolved.

General Guidelines for Campus Disorder:

- Avoid the area of disturbance.
- If it is safe to do so, leave your building and the vicinity of where the disturbance is occurring.
- Avoid provoking or obstructing those involved unless it seems safe to do so.
- Do not attempt to confront or talk with the individuals causing the disturbance. School Personnel and/or local law enforcement will handle any interaction with the individuals involved.
- If a class is disrupted, the offending person(s) should be requested to leave. If they refuse, call the police at 911 from non-campus or cell phones.
- Stay away from glass doors or windows.
- If the Program Manager or Law Enforcement directs faculty, staff, and students to remain indoors, refer to the "Shelter in Place" procedure contained in this safety plan.
- If you are instructed to evacuate, and it is safe to do so, secure your work area, log off computers, and secure sensitive files.
- If the Emergency Response Plan is activated, you may receive campus emergency notifications that may be sent through the GECS alert system. Standby for periodic updates.

FIREARM/SHOOTING

Active Shooter

CALL 9-1-1. USE ACTIVE SHOOTER TRAINING Protocols to guide your actions.

Quickly determine the most reasonable way to protect your own life:

RUN

If there is an escapable path, attempt to evacuate the premises. Be sure to:

- Have an ESCAPE ROUTE and plan in mind.
- EVACUATE regardless of whether others agree to follow.
- LEAVE YOUR BELONGINGS behind.
- HELP OTHERS ESCAPE, if possible.
- PREVENT OTHERS FROM ENTERING an area where an active shooter may be.
- Keep your HANDS VISIBLE.
- FOLLOW THE INSTRUCTIONS of any law enforcement officers.
- DO NOT ATTEMPT TO MOVE wounded people.
- CALL 9-1-1 when you are safe.

HIDE

If evacuation is not possible, find a place to hide where the active shooter is less likely to find you. Your hiding place should:

- Be out of the shooter's view
- PROVIDE PROTECTION if shots are fired in your direction (i.e., an office with a closed and locked door).
- Not trap you or restrict your options for movement.

To prevent an active shooter from entering your hiding place:

- LOCK THE DOOR.
- BLOCKADE THE DOOR with heavy furniture.
- TRY NOT TO MAKE YOUR PRESENCE KNOWN.

If the active shooter is nearby:

- LOCK the door.
- SILENCE your cell phone.
- Turn off any source of noise (e.g., radios, televisions, computers).
- HIDE behind large items (e.g., cabinets, desks).
- REMAIN QUIET.

If evacuation and hiding out are impossible:

- Remain CALM.
- Dial 9-1-1, if possible, to alert police to the active shooter's location.
- If you cannot speak, leave the line open and allow the dispatcher to listen.

FIGHT

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

- Acting as AGGRESSIVELY as possible against him/her
- THROWING ITEMS and improvising weapons
- YELLING
- COMMITTING TO YOUR ACTIONS

How To Respond To Law Enforcement

Law enforcement's purpose is to stop the shooter as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

- Officers usually arrive in teams of four (4).
- Officers may wear regular patrol uniforms or external bullet proof vests, Kevlar helmets, and other tactical equipment.
- Officers may be armed.
- Officers may use pepper spray or tear gas to control the situation.
- Officers may shout commands and may push individuals to the ground for their safety.

How to react when law enforcement arrives:

- REMAIN CALM and follow officer's instructions.
- PUT DOWN ANY ITEMS IN YOUR HANDS (e.g., jackets, bags, etc.).
- Immediately RAISE HANDS AND SPREAD FINGERS.
- AVOID MAKING QUICK MOVEMENTS towards officers, such as holding onto them for safety.
- AVOID POINTING, SCREAMING, or YELLING.
- DO NOT STOP to ask officers for help or direction when evacuating; just proceed in the direction from which the officers are entering.

Information to provide to law enforcement or 9-1-1 operator:

- LOCATION of the active shooter
- NUMBER OF SHOOTERS, if more than one
- PHYSICAL DESCRIPTION of shooter(s)
- NUMBER AND TYPE of weapon
- NUMBER OF POTENTIAL VICTIMS

HOSTAGE/BARRICADED SUBJECT

Hostage Situation

In the event of a hostage situation, please be mindful of the following to keep yourself and your colleagues safe:

- If the hostage taker is unaware of your presence, do not intervene.
- Call 9-1-1 immediately and give the dispatcher the details of the situation.
- Seal off the area near the hostage scene if possible.
- All personnel not involved need to evacuate the area and give any known or observed details to the police.
- Document the event to the best of your ability.
- If the Hostage Taker is mobile and may present a threat to others, initiate active shooter protocol.

Tips if you are taken hostage:

- Follow instructions of the hostage taker.
- Try not to panic. Calm students that are present.
- Treat the hostage taker as normally as possible.
- Be respectful to the hostage taker.
- Ask permission to speak and do not argue or make suggestions.

THREATENING INTRUDER

Violent or Hostile Person

- Report anyone exhibiting threatening or harmful behavior to your immediate supervisor.
- He/she may activate the Emergency Response Plan.
- If you see an individual that is armed and/or exhibiting violent or bizarre behavior, call 9-1-1.
- Provide the dispatcher with a description of the behavior and physical characteristics and identifiers of the suspect. Stay on the line with emergency dispatch as long as possible, or until police have arrived.
- In the event that the individual enters the premises, the Incident Commander may activate the Lock Down, Evacuation or Shelter in Place Procedure.

When Dealing With Suspicious Persons:

- Do Not confront

- Avoid Provoking
- Avoid area of Disturbance – monitor from safe distance if that is your role in Emergency Response Team
- Prevent others from entering the area near the suspicious person.

SHELTER IN PLACE PROCEDURES

Shelter-In-Place:

The term, Shelter-in-Place, means to seek immediate shelter and remain there during an emergency rather than evacuate the area. When given an option it is generally better to evacuate, than Shelter-in-Place. Shelter-in-Place should only be used when an evacuation is not safe, or conditions are more dangerous outside.

Blocked Exit or Escape Route:

This could be the result of an immediate fast occurring event such as an explosion, rapidly expanding fire, sudden structural collapse, aircraft or vehicular impact into the building, hazardous substance, or active shooter. If the evacuation routes are blocked or not available, the best course of action will be to shelter in place until emergency crews arrive on scene. The priority for any arriving emergency personnel is life safety and their first act will be to determine from coworkers, staff, and others if anyone is missing. They will then initiate a search and rescue operation to locate missing or trapped persons. It is imperative that all program/center administrators or staff in charge are informed of missing persons and their possible location so they can provide this information to arriving emergency personnel.

Greater Outside Threat:

This may occur during a chemical spill causing hazardous materials exposure to anyone unprotected and entering the location of the contaminant. Therefore, it would be safer to remain inside your building. In the event of a critical incident where hazardous materials (including chemical, biological, or radiological materials) may have been released into the atmosphere either accidentally or intentionally, a decision to Shelter-in-Place may be the preferred method of safely waiting out the release. The following recommendations should be considered:

- Move to rooms without windows if possible.
- Close any open windows and doors if you cannot move.
- Rooms that have little or no ventilation are preferred.
- Try to block windows and doors with clothing or towels to block airflow. Wet clothing or towels create a better seal against airflow.
- Only come out when you are told that it is safe by City Officials or emergency personnel at the scene.

SCHOOL VIOLENCE THREAT ASSESSMENT AND RESPONSE

For situations in which the school becomes aware of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, including an activity sponsored by the school, or in school vehicles the following steps should be taken:

Reporting Mechanism:

- Report any concerns or suspicions related to dangerous, violent, or unlawful activity immediately to a Program Manager, School Director, or School Coordinator.

Initial Assessment:

- Upon receiving a report, the School Director, or designee will conduct an initial assessment to determine the credibility and urgency of the information.
- Document the details of the report.

Immediate Response:

- If the report indicates an imminent threat, initiate immediate actions outlined in the Emergency Action Plan above.
- Contact local law enforcement if necessary and provide them with all the relevant information. Collaborate with l law enforcement to conduct a thorough investigation.

Risk Assessment

- Perform a risk assessment to evaluate the potential impact of the reported activity on the school community.
- Determine appropriate response measures based on the severity of the threat.

Communication:

- Develop a communication plan to inform relevant stakeholders, including parents and staff about the reported incident as early in the process as possible.
- Clearly communicate the steps being taken to address the situation, while respecting privacy and legal considerations.

Intervention Strategies

- Implement intervention strategies tailored to the specific circumstances, such as increased security measures, counseling services, or disciplinary actions.

Documentation and Record-keeping

- Document all steps taken during the assessment and response process.
- Maintain records in compliance with legal requirements, ensuring confidentiality and security of sensitive information.

AIR POLLUTION

The Air Quality Index (AQI) was issued in 1999 by the U.S. EPA for daily air quality reports to the public. The following levels of pollution have been established by the Air Pollution Control District. Each Program Manager should check www.purpleair.com with the settings set to the 10-minute average. The school abide by each standard:

AQI Index Values	Health Categories	Cautionary Statements for 8-Hour Ozone	GECS Activities Affected
0 to 50	Good Green Flag	None	None
51 to 100	Moderate Yellow Flag	Unusually sensitive people should consider limiting prolonged outdoor exertion.	Any student that may fall in the unusually sensitive group should not participate in outside activities.
101 to 150	Unhealthy for Sensitive Groups Orange Flag	Active children and adults, people with respiratory disease, such as asthma, should limit prolonged outdoor exertion.	No student activities, classes or meetings will be held outside
151 to 200	Unhealthy Red Flag	Active children and adults, and people with respiratory disease, such as asthma, should avoid prolonged outdoor exertion; everyone else, especially children, should limit prolonged outdoor exertion.	No student activities, classes or meetings will be held outside
201 to 300	Very Unhealthy Red Flag	Active children and adults, and people with respiratory disease, such as asthma, should avoid all outdoor exertion; everyone else especially children, should limit outdoor exertion.	No student activities, classes or meetings will be held outside
301 to 500	Hazardous Red Flag	Everyone should avoid all outdoor exertion.	No student activities, classes or meetings will be held outside. In person classes, meetings and activities will be cancelled for the day.

BIOLOGICAL/CHEMICAL THREAT

Chemical Spills Within The School

In the event of a chemical spill or incident at school, the Learning Center administrator/ICO will determine what emergency action to take depending upon the circumstances.

Teachers in the area shall do the following:

- Restrict the area of the incident and evacuate the area as deemed necessary.
- Take roll and account for all children listed as on site.
- Rescue injured or trapped persons and remove them from the area, if trained to do so.
- Provide first aid as needed.
- If possible, determine the name(s) of the chemical(s) and provide that to the emergency respondents.
- Allow no one in the immediate area of the spill except emergency personnel.
- The Incident Command Officer will alert classes to, "Shelter-in-Place" or "Evacuate," if deemed necessary.
- Keep school ICO updated on developments in your designated area of supervision.

CHEMICAL SPILL/TOXIC EMISSIONS

Warning of a chemical accident is usually received from fire and/or police departments or from emergency services officials when such an accident occurs sufficiently near a school to be a threat to the safety of students and staff. An overturned tanker, a broken fuel line, and an accident in a commercial establishment that uses chemicals are all potential hazards. Whether the accident occurs at the school or off the school grounds, the Learning Center/Program Administrator/ICO shall determine if there is need to EVACUATE or to SHELTER-IN-PLACE. This decision will be made in coordination with offsite emergency respondents. If it is necessary to evacuate the area, move crosswind, never directly with or against the wind which may be carrying fumes. Get upwind as quickly as possible.

Hazardous Materials

Recommendations for Spill:

- Secure the area. Assess the size and scope of the spill. Call for outside assistance, if necessary.
- Contaminated individuals should be immediately evaluated, remove contaminated clothing, and use an emergency shower/eye wash station for 20 minutes. Follow up treatment is important with trained professionals.
- Evacuate the area, room, or building depending on the size and nature of the spill.
- Contain spill only if you are trained to do so and it is safe. Otherwise call 911.
- Ensure the facility at the spill site, as well as equipment, machines, systems are decontaminated and in working order prior to authorized reentry.
- Sanitize. Once the spill has been initially cleaned, have the area recleaned by housekeeping, janitorial staff, or environmental services.
- Ensure spill documentation is accurate and reflects what occurred and best future practices.

SEVERE WIND/WEATHER

Warning of an impending windstorm is usually received via radio, television, or an emergency broadcast system (i.e. Code Red). The United States Weather Bureau can usually forecast severe windstorms.

If high winds develop during school hours without sufficient warning, the following actions should be taken:

- Implement action to TAKE COVER. Students and staff should assemble inside shelters or buildings.
- Close windows and window coverings. Seek shelter away from windows.
- Remain near an inside, ground level wall if the building is more than one level.
- Evacuate classrooms that bear the full force of the wind.
- Avoid auditoriums, gymnasiums and other enclosures that have long roof spans.
- Stay away from windows, which may break with enough wind force.
- Keep tuned to a local radio station for the latest advisory information.
- Take roll and complete a Student Tracking Sheet.
- Notify Learning Center administrator/ICO of any break or suspected break in utility lines or buildings which might present an additional hazard.
- ICO or designee will contact and report conditions to the superintendent.
- Don't permit staff or students to leave the building until the winds have subsided and it is safe to do so.

STINGING INSECTS

If you are the witness to a swarm of stinging insects on campus or grounds:

- Instruct students to cover their heads with their jacket, shirt, etc. and run to the nearest school building.
- Do not swat at the insects!
- When inside a building assist students and staff who have been stung with first aid.
- Immediately notify the main office (Incident Command Post) of severe allergic reactions and obtain medical help

School Director or Designee will:

- Initiate Shelter in Place.
- Activate Site Incident Command Post which will:
  - Call 9-1-1, if necessary.
  - If necessary, assemble portions of the Incident Command Team.
- Be prepared to evacuate students and staff to safer locations.
- Stay in control of all Learning Center activities until the arrival of emergency personnel.

Teachers will:

- If outside, move students to the nearest safe location.
- Follow Shelter In Place procedures.
- Instruct students not to get up and move about the room.
- Close windows and doors.
- Check students and staff for insect stings. Apply first aid; obtain immediate help if severe allergic reactions occur.
- When able, report any missing or extra students.
- Do not release students for any reason unless authorized by on-site emergency personnel or school administrators.

After Emergency:

- At the direction of the GECS Main Office, the School Director or designee will announce "All Clear".

- Students may return to their regular schedule.
- If student release is necessary, follow the release plan.

OPIOID OVERDOSE

Opioid overdose is life-threatening and requires immediate emergency attention. Recognizing the signs of opioid overdose is essential to saving lives.

Call **911 immediately** if a person exhibits **ANY** of the following symptoms:

- Their face is extremely pale and/or feels clammy to the touch
- Their body goes limp
- Their fingernails or lips have a purple or blue color
- They start vomiting or making gurgling noises
- They cannot be awakened or are unable to speak
- Their breathing or heartbeat slows or stops

Treating Opioid Overdose

If you suspect someone is experiencing an opioid overdose, immediately take the following actions, if you are trained to do so, to save their life:

- **Call 911**
- If the person has stopped breathing or if breathing is very weak, begin CPR (best performed by someone who has training)
- If available, treat the person with an opioid antagonist, example: naloxone, which all GECS buildings have available and can be administrated by a trained volunteer if a medically trained professional is not available.

UTILITY FAILURE/TEMPERATURE STRESS

Any utility failure can result in an unsafe or unsanitary school environment. The Administrator/Program Manager must consult with the utility providers for their specific Learning Center to assess the extent of the damage and approximate time the utilities will be out of service. Generally, a loss of service for an hour or more is grounds for school dismissal.

In case of ALL utility outages, the Administrator/Program Manager should:

- Notify the Main Office and School Director of the outage.
- Call the utility provider (This may be done by the main office personnel) to assess length of loss of service.
- Determine if dismissal is advisable and follow the student dismissal process.

Loss of Electrical Power:

- Ensure all students and staff are in a safe location.
- Inspect the facility for possible cause of the power outage that could become more dangerous – for example – an electrical fire in the kitchen, a downed power line out in the parking lot, water dripping into an outlet.
- Distribute flashlights/lanterns if needed.
- Use battery powered radio to assess the cause of black-out and access any other emergency information.

- Move students to areas of natural light/heat/cooling if possible.
- Inspect the entire facility for hazards/inconveniences that may occur in an extended outage, (i.e., without electricity for heat, classroom pets may need to go home with students, plants may freeze, refrigerator products will go bad.)

Loss of Water Access:

- Provide students with emergency water supply if needed.
- If water and bathroom facilities cannot be provided for students, they must be sent home.

Issues with Gas Leaks or Failure:

- If it is safe to do so, shut off the gas supply to the building at an exterior shut off point.
- All gas leaks should be regarded as an imminent threat to student and staff safety, and all staff and students should be immediately evacuated to a minimum distance of 300 feet.
- Before students re-enter the building, the utility company will inspect all gas systems to ensure they are in proper working order.

Plumbing Issues:

- Plumbing issues are regarded as a potential safety threat because they can produce unsanitary conditions. Students should be dismissed if issues cannot be resolved in a timely manner.
- Dismissal can be avoided if the broken facilities can be isolated from students during repair, and other facilities can be made available.

EVACUATION PROCEDURES

When there is an emergency, getting out of buildings can pose special challenges. Preparing in advance is essential to the safety of employees.

To aid in preparation should the need arise, please be aware of the following:

- Be familiar with the Evacuation Plan Map for your building/area of the building.
- Know the pathway to at least two exits on your floor and near your workspace. Recognize the sound/signaling method of the fire/evacuation alarms.
- Know how many desks are between you and two of the nearest exits so you can escape in the dark, if necessary.
- Know where the fire/evacuation alarms are located and how to use them.
- Report damaged or malfunctioning safety systems and back-up systems.

WHEN EVACUATION BECOMES NECESSARY:

- Leave the area quickly but in an orderly fashion, following the Evacuation Plan Map for your work area.
- Listen carefully to instructions from responding law enforcement or emergency responders and/or ICO.
- If there is a fire, crawl low under the smoke to breathe cleaner air. Test doors before opening them by placing the back of your hand against the door so you do not burn the palm of your hand and fingers. Do not open a hot door; find another exit route. Keep "fire doors" closed to slow the spread of smoke and fire.
- Avoid using elevators when evacuating.
- When using the stairwells for evacuation, keep a double file line flowing forward.
- Report to the designated meeting place.
- Do not re-enter the building until directed by authorities.

If you become trapped:

- Stay calm and take steps to protect yourself.

- Go to a room with an outside window and call for help if possible.
- Stay where rescuers can see you and wave a bright cloth to attract attention.
- Stuff clothing, towels, or newspaper around the cracks.

EMERGENCY DISASTER PROCEDURE FOR PUPILS WITH DISABILITIES

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

Pursuant to CA Education Code section 32282(a) all emergency response actions shall be reviewed and adapted to accommodate students, staff or other persons with restrictive / functional disabilities or special assistance needs. This list should include, but not be limited to persons who:

- Are pregnant
- Have broken bones or other temporary injury
- Have PTSD
- Have been diagnosed with Autism or other social / sensory conditions
- Use specialized medical equipment – wheelchairs, crutches, braces, etc.
- Are visually or hearing impaired
- Require access to prescribed medication

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

- Announce the type of emergency
- Offer your arm for guidance
- Tell person where you are going, obstacles you encounter
- When you reach safety, ask if further help is needed

To alert individuals with hearing limitations

- Turn lights on/off to gain person's attention – or –
- Indicate directions with gestures –OR
- Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site, if possible -OR-
- Use a sturdy chair (or one with wheels) to move person -OR-
- Help carry individuals to safety.

To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- Reunite person with the wheelchair as soon as it is safe to do so.

Students with disabilities that may need individual special assistance in an emergency

- May benefit from repeated exposure to escape routes, fire alarm noises, drills, and lockdown procedures.
- Students may have access to sensory items in classrooms that may benefit them during an emergency or drill.

Where practicable, individualized safety plans are drafted and contained within specific IEP. Staff associated with students meeting above or other special assistance needs are aware of and trained to address these needs in an emergency including adaptation to evacuation routes, procedures, and locations.

A confidential list identifying students and staff with temporary or permanent functional disabilities, medical or other special assistance needs including, but not limited to life saving medication has been created. The identification of persons requiring assistance and their respective assistance needs including a list of medications is confidential and shall not be included as a fixed component of this safety plan.

The information shall be stored and maintained in a confidential manner.

DROP, COVER & HOLD AND PROCEDURES

This exercise is most widely practiced in the event of a natural disaster such as an earthquake and most of the following references are made with that in mind. However, when any sudden disturbance or disruption occurs (such as a fire or explosion) threatening the safety of students, this exercise is most effective.

Teachers are encouraged to practice this drill often using an easy one-word command (such as "drop") for the students to hear and respond to quickly.

If you are in a classroom:

- At the first indication of ground movement, teachers and students are to DROP to the ground. This movement should be activated by a simple command or signal (such as "drop") that has been practiced in drills.
- Seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.
- HOLD onto the table or chair legs. Furniture provides protection from falling objects.
- Always position back to the window. Never face the window. Protect head and eyes from flying glass and debris by using arms and closing eyes tightly.
- Remain in the DROP position until the ground movement has ended.
- Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.
- Do not get up and run; falling debris is hazardous!
- Note: Evacuation is not automatic. Check for the safest route; if doubtful, stay put!

If you are outside:

- Move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and cover your head with arms and hands. Lie flat, face down; shield your eyes.
- Wait for shocks to subside before standing.
- Do not re-enter buildings until it is determined safe.
- Move to the nearest safe assembly area.
- When able, report injuries and attendance.
- Some teachers may be assigned additional duties on the various response teams; do not report to the Incident Command Post until students are supervised by another adult.

AIRCRAFT ACCIDENT

Fallen Aircraft
Warning of a failing or fallen aircraft is usually by sight, sound, or fire.

If an aircraft falls near the school, the following actions will be taken:

- The Learning Center administrator will determine which emergency actions should be implemented. When necessary, teachers will take immediate action to ensure the safety of students if the Learning Center administrator is unable to direct emergency action.
- Students and staff must be kept at a safe distance from the aircraft, as it may explode. Move crosswind or stay up wind to avoid fumes.
- Call 911. Notify the Main School Office of Incident.

BOMB THREAT

INSTRUCTIONS: **Evacuate the Area**

- DO NOT HANG UP (even if the caller does)
- SIGNAL OR PASS NOTE TO OTHER STAFF TO NOTIFY AUTHORITIES/ACTIVATE EMS
- BE CALM, BE COURTEOUS, LISTEN, DO NOT INTERRUPT THE CALLER
- TRY TO OBTAIN THE FOLLOWING INFORMATION:

Time: _____

Date: _____

Exact words of the person placing the call:

_____

_____

Circle One: Local Long Distance Internal Unsure

KEEP THE CALLER TALKING — STAY CALM — ASK QUESTIONS IN ORDER

1. Where is the bomb located? (building, floor, room, etc.)

2. When will it go off?

3. What does it look like?

4. What kind of bomb is it?

5. What will make it explode?

6. Did you place the bomb? Yes/ No

7. Why did you place the bomb?

8. Do you know that the bomb may kill or injure innocent people?

9. Where are you now?

10. What is your name?

TRY TO DETERMINE THE FOLLOWING INFORMATION ABOUT THE CALLER (CIRCLE AS APPROPRIATE):

1. Where is the caller located? (background/level of noise/distinguishing sounds)

_____

_____

BOMB THREAT (continued)

CALLER'S VOICE: MALE/FEMALE ADULT/JUVENILE ESTIMATE AGE: _____

VOICE TIMBRE: LOUD/SOFT HIGH PITCHED/DEEP RASPY/PLEASANT

ACCENT: LOCAL/NOT LOCAL FOREIGN/REGIONAL _____

SPEECH TYPE: FAST/SLOW DISTINCT/DISTORTED STUTTER/NASAL/SLURRED/LISP

LANGUAGE USED: EXCELLENT/GOOD/FAIR/POOR/FOUL DELIBERATE/CASUAL

MANNER of SPEECH: INTOXICATED/SOBER COHERENT/INCOHERENT

TONE: RIGHTEOUS CALM/ANGRY LAUGHING EMOTIONAL RATIONAL/IRRATIONAL

DID THE CALLER SEEM FAMILIAR WITH THE COMPANY, BUILDING OR EMPLOYEES? YES NO

ADDITIONAL INFORMATION OR COMMENTS:

_____

_____

RECEIVING TELEPHONE NUMBER: _____

PERSON RECEIVING THE CALL: _____

ACTION TO TAKE IMMEDIATELY AFTER CALL:

- Contact your Learning Center supervisor.
- Do not discuss this incident with anyone except security and your Learning Center supervisor.
- Do not re-enter the building until cleared by the police and school director.

EARTHQUAKE

Know the Terms:

Familiarize yourself with these terms to help identify an earthquake hazard.

Earthquake: A sudden slipping or movement of a portion of the earth's crust, accompanied and followed by a series of vibrations.

Aftershock: An earthquake of similar or lesser intensity that follows the main earthquake.

Fault: The fracture across which displacement has occurred during an earthquake. The slippage may range from less than an inch to more than 10 yards in a severe earthquake.

Epicenter: The place on the earth's surface directly above the point on the fault where the earthquake rupture began. Once fault slippage begins, it expands along the fault during the earthquake and can extend hundreds of miles before stopping.

Seismic Waves: Vibrations that travel outward from the earthquake fault at speeds of several miles per second. Although fault slippage directly under a structure can cause considerable damage, the vibrations of seismic waves cause most of the destruction during earthquakes.

Magnitude: The amount of energy released during an earthquake, which is computed from the amplitude of the seismic waves. A magnitude of 7.0 on the Richter Scale indicates an extremely strong earthquake. Each whole number on the scale represents an increase of about 30 times more energy released than the previous whole number represents. Therefore, an earthquake measuring 6.0 is about 30 times more powerful than one measuring 5.0.

Before an Earthquake:

- Repair defective electrical wiring, and inflexible utility connections. Get appropriate professional help. Do not work with gas or electrical lines yourself.
- Bolt down and secure to the wall studs your water heater, refrigerator, furnace, and gas appliances. If recommended by your gas company, have an automatic gas shut-off valve installed that is triggered by strong vibrations.
- Place large or heavy objects on lower shelves. Fasten shelves, mirrors, and large picture frames to walls. Brace high and top-heavy objects.
- Store bottled foods, glass, china, and other breakables on low shelves or in cabinets that fasten shut.
- Anchor overhead lighting fixtures.
- Be sure the building is firmly anchored to its foundation.
- Install flexible pipe fittings to avoid gas or water leaks. Flexible fittings are more resistant to breakage.
- Locate safe spots in each room under a sturdy table or against an inside wall. Reinforce this information by moving to these places during each drill.
- Hold earthquake drills with students: Drop, cover, and hold on!

During an Earthquake

Minimize your movements during an earthquake to a few steps to a nearby safe place. Stay indoors until the shaking has stopped and you are sure exiting is safe.

If you are Indoors

- Take cover under a sturdy desk, table, or bench or against an inside wall, and hold on. If there is not a table or desk near you, cover your face and head with your arms and crouch in an inside corner of the building.
- Stay away from glass, windows, outside doors and walls, and anything that could fall, such as lighting fixtures or furniture.
- Use a doorway for shelter only if it is close to you and if you know it is a strongly supported, load-bearing doorway.
- Stay inside until the shaking stops and it is safe to go outside. Most injuries during earthquakes occur when people are hit by falling objects when entering or exiting buildings.
- Be aware that the electricity may go out or the sprinkler systems or fire alarms may turn on.
- DO NOT use the elevators.

If you are Outdoors:

- Stay there.
- Move away from buildings, streetlights, and utility wires.

If You are in a Moving Vehicle:

- Stop as quickly as safety permits and stay in the vehicle. Avoid stopping near or under buildings, trees, overpasses, and utility wires.
- Proceed cautiously once the earthquake has stopped, watching for road and bridge damage.

If You Are Trapped under Debris:

- Do not light a match.
- Do not move about or kick up dust.
- Cover your mouth with a handkerchief or clothing.
- Tap on a pipe or wall so rescuers can locate you. Use a whistle if one is available. Shout only as a last resort—shouting can cause you to inhale dangerous amounts of dust.

After an Earthquake

- Be prepared for aftershocks. These secondary shockwaves are usually less violent than the main quake but can be strong enough to do additional damage to weakened structures.
- Open cabinets cautiously. Beware of objects that can fall off shelves.
- Stay away from damaged areas unless your assistance has been specifically requested by police, fire, or relief organizations.
- Be aware of possible tsunamis if you live in coastal areas. These are also known as seismic sea waves (mistakenly called "tidal waves"). When local authorities issue a tsunami warning, assume that a series of dangerous waves is on the way. Stay away from the beach.

FLOOD

Before A Flood:

- Examine your school's proximity to flood plains, streams, drainage channels, canyons, and other areas known to flood suddenly.
- Elevate the furnace, water heater, and electric panel if susceptible to flooding.
- Install "check valves" in sewer traps to prevent flood water from backing up into the drains of your school.
- Construct barriers to stop flood water from entering the building.
- Seal walls in basements with waterproofing compounds to avoid seepage.

During A Flood:

If a flood is likely in your area, you should:

- Listen to the radio or television for information.
- Be aware that flash flooding can occur. If there is any possibility of a flash flood, move immediately to higher ground. Do not wait for instructions to move.
- Be aware of streams, drainage channels, canyons, and other areas known to flood suddenly. Flash floods can occur in these areas with or without such typical warnings as rain clouds or heavy rain.

If you must prepare to evacuate, you should do the following:

- Secure your school. If you have time, bring in outdoor equipment. Move essential items to an upper floor.
- Turn off utilities at the main switches or valves if instructed to do so.
- Disconnect electrical appliances.
- Do not touch electrical equipment if you are wet or standing in water.

If you must leave your school, remember these evacuation tips:

- Do not walk through moving water. Six inches of moving water can make you fall. If you must walk in water, walk where the water is not moving. Use a stick to check the firmness of the ground in front of you.
- Do not drive into flooded areas. If floodwaters rise around your car, abandon the car and move to higher ground if you can do so safely. You and the vehicle can be quickly swept away.

After A Flood

The following are guidelines for the period following a flood:

- Listen for news reports to learn whether the community's water supply is safe to drink.
- Avoid floodwaters; water may be contaminated by oil, gasoline, or raw sewage. Water may also be electrically charged from underground or downed power lines.
- Avoid moving water.
- Be aware of areas where flood waters have receded. Roads may have weakened and could collapse under the weight of a car.
- Stay away from downed power lines and report them to the power company.
- Return school only when authorities indicate it is safe.
- Stay out of any building if it is surrounded by floodwaters.
- Use extreme caution when entering buildings; there may be hidden damage, particularly in foundations.
- Service damaged septic tanks, cesspools, pits, and leaching systems as soon as possible. Damaged sewage systems are serious health hazards.
- Clean and disinfect everything that got wet. Mud left from flood water can contain sewage and chemicals.

FIRE/EXPLOSION

Before A Fire:

Be familiar with the following:

- Location of fire extinguishers
- Who your designated ICO is
- Location of designated assembly area
- Location of any exit
- Evacuation plan
- Location of any first aid kit

During A Fire:

All:

If you discover a fire, INITIATE THE FIRE ALARM IMMEDIATELY.

From a safe location call the Fire Department (9-1-1). Provide the nature and location of the fire. Stay on the line with dispatch until the Fire Department has arrived, or they indicate it is safe to hang up.

EVACUATE the building utilizing the Evacuation Guides posted in each classroom. Valuables may be collected (e.g., purse, phone, coats, etc.) if within reach, and will not interfere with the evacuation of the building. Doors should be closed but not locked upon evacuating. If you come across an employee or visitor, you should direct them to evacuate the building. If you come across someone who is disabled or having difficulty evacuating, you should assist them in evacuating the building if doing so will not endanger your personal health or safety or that of the individual needing assistance.

In the event a fire is detected within a school building, the school fire alarm will be sounded. This will automatically implement the action to LEAVE THE BUILDING.

STAFF:

- Upon receiving the order to evacuate, teachers will take emergency backpack, and attendance information.
- Staff will lead their class out of the school through the established evacuation route, checking common areas while evacuating if in line of evacuation route.
- Staff will ensure that all disabled persons in the building are assisted, as necessary.
- If on prep or if you don't have a class assist ICO in checking Learning Center for stragglers, collecting sign in sheets, and communications with the Main office and Emergency Personnel only as directed by ICO!
- Evacuate to primary location via assigned route, adjust as needed.
- At evacuation location, line up, and take attendance.
- Notify Incident Commander of any missing students.
- Stay with class unless you are released to assume other duties.
- Release from drill will be "This is First Name, Last Name, All Clear."
- Communicate with your students and maintain control.

The fire department will be notified. The police and superintendent should also be notified. Access roads to the school campus MUST BE KEPT CLEAR OF STUDENTS, STAFF AND VEHICLES! Students and staff will not return to the buildings until the fire department declares the area safe and the Incident Commander has announced the ALL CLEAR.

If you are TRAPPED BY SMOKE or FIRE:

- Stay low and cover your mouth with a wet cloth.
- Stay near a window.
- Open the window but do not break it.
- Hang something out of the window to let authorities know you are there.
- Put something in cracks around the door.

- Call 9-1-1 if possible.

Clothing on fire:

- STOP. DROP. ROLL. Use other pieces of clothing to help smother the flames.
- Call 911.
- Render first aid.

FIRE EXTINGUISHERS

(Use only if it is feasible to do so without jeopardizing personal health and safety.)

Remember - evacuation is safest.

Never use water on an electrical or flammable liquid fire. Use a dry chemical or carbon dioxide extinguisher only.

When using a dry chemical extinguisher on a flammable liquid fire, stay back a minimum of 10 feet from the fire. Start at the leading edge of the fire and use a SIDE-TO-SIDE SWEEPING ACTION to extinguish the fire. Remember the acronym P.A.S.S.

Pull the pin;
Aim at the base of the fire;
Squeeze the discharge handle; and
Sweep from side to side.

If rescue authorities are called for, the Fire Department will perform these duties. Please pay attention to the location and status of any person needing rescue and relay that information to the Fire Department.

SCHOOL EVACUATION MAP FOR GOLDEN EAGLE CHARTER SCHOOL

(For safety reasons, these materials are not published in this document. These materials are posted at all Learning Centers and are available from School Administration upon request.)

INCIDENT COMMAND TEAM

Incident Commander: School Director, Coordinator, Program Manager, or leader on-site

Safety Officer: School Director or designee

Public Information Officer: School Director or designee

Operations: School Director, Coordinator, Program Manager or designee

First Aid & Search: Program Manager or Teacher A

Student Release & Accountability: Program Manager or Teacher B

Teachers: Program Manager or Teacher C

Planning/Intelligence: School Director or designee

Logistics: School Director or designee

Finance/Administration: School Director or designee

Scribe: Administrative Assistant

Due to the small size of the school and smaller learning centers, many of the above duties may be combined and assigned to a single person. Also due to small size, duties may be assigned at the time of the incident by staff at the location of the incident.

INCIDENT COMMAND TEAM RESPONSIBILITIES

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander, School Director (School Coordinator or Program Manager if the Director is not available) directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. The Director may be assisted in carrying out this function by other staff that may be appointed to carry out the Public Information Officer and Safety Officer role or roles. The Scribe assists the Incident Commander in documenting the actions taken, people involved and any other pertinent information regarding the response.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students (First Aide & Search Staff Member and Student Release and Accountability Staff Member).

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Teachers

Supervise students in their charge, remain with the students unless assigned to an activated ICS position, or released by Incident Commander.

- Evacuate safely; take an emergency kit and current class list.
- Take roll as soon as conditions permit such action. Report missing students to Assembly/Shelter and Care Officer; if there is reason to believe that a student might be endangered, report need for rescue.
- Check with buddy classes when evacuating. If there are seriously injured persons who cannot be moved, report to the Search and Recovery Officer.
- Provide minor first aid until an emergency first aid station is established. Indicate need for major first aid assistance. Document first aid provided.
- Help to restore order/assist other teachers and students. Talk with students about incident/disaster to help reduce anxiety.
- Release students according to the Learning Center student release plans as directed by the Student Release Officer. When all students are released, physically report to Command Post.
- Remain on site until released by incident commander.

LEARNING CENTER EMERGENCY PREPAREDNESS ROLES AND RESPONSIBILITIES

The School Director shall supervise the planning, operating, and testing of their respective school's Emergency Preparedness and Crisis Response Plan. The School Director must ensure that the Incident Command System is utilized by all staff personnel in the event of an emergency incident and shall serve as the District Incident Commander of all school crises or emergencies.

All School Staff

- Become familiar with the school's emergency and evacuation procedures.
- Participate in First Aid and CPR training, as appropriate.

Annually the School Director shall:

- Facilitate training on Incident Command Structure.
- Update this Emergency Preparedness and Crisis Response Plan.
- Ensure personnel are properly trained in their prospective assignments.
- Conduct survey of personnel to determine CPR/First Aid/Disaster Preparedness/Medical Training
- Ensure needs of students and staff with disabilities are provided for in the event of an emergency.
- See that parents are informed of the plan and its effect upon students.
- With each Program Manager, complete a center and building hazard survey.
- Assist Learning Center Program Managers in safety procedure compliance.

Teachers and Instructional Aides:

- Teachers and Instructional Aides are responsible for the supervision of students in their charge.
- Understand emergency response procedures.
- Participate in all scheduled disaster drills and safety trainings.

Learning Center Program Managers or Designee:

- Designate primary and alternate locations for command post, evacuation, first aid, student release.
- Compile/maintain list of local emergency agencies including telephone numbers and addresses.
- Practice building evacuation plans including testing of warning systems, alarm signals, and communicator.
- With School Director, complete a center and building hazard survey.
- Complete all indicated maintenance, trainings and inspections indicated on the Safety Drill and Training Form.
- Turn in completed Safety Drill and Training Form by June 10th annually to the Operations Manager.
- Facilitate the organization and maintenance of the emergency and first aid supplies at the Learning Center.

- Train center staff on site-specific safety and disaster procedures and protocols annually. File documentation.
- Assist School Director in developing procedures to protect essential records.
- Ensure battery-operated radio is in working condition; know the call numbers of disaster information stations.
- Maintain an up-to-date list of students and staff who require life sustaining medication.
- Always keep all emergency equipment in usable condition.

EMERGENCY TELEPHONE NUMBERS

Name of Organization	Telephone Numbers
Fire, Medical Aid	911
Main School Office	(530) 926- 5800
Fire Department	911
Local Police Department	Mt. Shasta (530) 926-7540 Yreka (530) 841-2300
Sheriff Department	(530) 926-2552 Siskiyou County
Hospital Mercy Medical Center Fairchild Medical Center	Mt. Shasta (530) 926-6111 Yreka (530) 842- 4121
Nearest Emergency Assistance	911
California Highway Patrol	(530) 926-2627
English Radio Station: KSYC 103.9 FM	(530) 842-4158
Radio Station: *KZRO 100.1 FM*	530 926-1332
Counselor:	Contact GECS Main Office
Electric Company *Pacific Power*	1-877-548-3768

Water City of Mt Shasta City of Yreka	Mt. Shasta (530) 926-7510 Yreka (530) 841-2386
The Gas Company Campora Propane	(530) 841-0391
The American Red Cross	1-800-733-2767

This list will be updated on an annual basis and be provided to all key persons.

EMERGENCY FORMS AND LETTERS

ANNUAL LETTER TO PARENTS (Example):

Dear Parents:

Providing for your student's safety when at school is a major responsibility of our staff. All schools and child development centers have a disaster plan. The School Director and staff are prepared to make prompt and responsible decisions in any situation that could threaten the safety of the students.

The need to lockdown or shelter-in-place, evacuate students or close school before the regularly scheduled closing time could arise from a relatively minor emergency such as a prolonged interruption of power or from a major event such as a violent incident on campus, an earthquake, or severe storm. During these times, communication and/or transportation may be disrupted.

In the event of a major emergency or disaster, information will be given primarily through our phone notification system, as well as local radio stations:

School Release Policy

- No student will be dismissed from school unless a parent (or individual designated by a parent) comes for him/her.
- No student will be released to another person, even a relative or babysitter, unless there is written permission to that effect or that particular person is listed on the student's *Emergency Authorization List* in our files and is able to identify him/herself.
- If any of your contact information changes during the year, please visit the office to update the Emergency Authorization Information.
- All parents or designated persons who come for students must sign their student(s) out at the office, unless directed elsewhere on campus by posted signs.

Please be assured, we are prepared to care for your student in emergency situations. Members of our staff are trained in the areas of first aid, CPR, and student safety to ensure that all your student needs will be met. We will communicate with local emergency services. They will be apprised of our status and the need for additional resources.

We ask for your help in the following ways:

- Do not call the school. We will contact you, if necessary. It is essential that telephone lines be kept open for emergency calls. Turn to the above radio stations for more information.

- Do not drive to the school. The school access routes, and street entrances must remain clear for emergency vehicles. We will notify you through our parent phone notification system when safe access is recommended.

During the school year your child will be trained in the necessary emergency procedures. Each will learn how to react, where to assemble, and what to expect in an emergency situation.

We suggest that you meet with your immediate family and develop an emergency plan. There are several free publications available to assist you. Please call the local chapter of the American Red Cross at or visit them online at www.redcross.org. More information can be found at www.fema.org

If you have any questions or comments regarding our emergency preparations, please call the school office.

Sincerely,

School Director

VERIFICATION OF EMERGENCY DRILLS, SAFETY MAINTENANCE, TRAINING, and STUDENT RELEASE FORMS:

These forms are kept on file at each center in the emergency binder.

COMMUNITY RELATIONSHIPS

Golden Eagle Charter School has teamed with local law enforcement to promote positive relationships with law enforcement, as well as prevent violence and criminal activity through three different partnerships.

If a community emergency arises that warrants a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters, the School Director would make the necessary arrangements with the public agency.

II. PROCEDURES FOR COMPLYING WITH EXISTING LAWS RELATED TO SCHOOL SAFETY

A. Child Abuse Reporting Procedures

Employees who are mandated reporters are obligated to report all known or suspected incidents of child abuse and neglect. The reporting duties of mandated reporters are individual and cannot be delegated to another person. Mandated reports shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

Child abuse or neglect includes the following:

1. A physical injury inflicted by other than accidental means on a child by another person.
2. Sexual abuse of a child as defined in Penal Code 11165.1
3. Neglect as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child.
5. Unlawful corporal punishment or injury

Child abuse or neglect does not include:

1. A mutual fray between minors
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment.
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning.
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student.
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student.

INITIAL TELEPHONE REPORT

In cases of suspected child abuse or neglect, the Director, Program Manager, or designee is notified immediately. As soon as practicably possible, a report is made by telephone to Child Protective Services and the police department. When the report is made, the reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received. The phone number for CPS is: (530) 841-4200 during business hours or call the after hours hotline at (530) 842-7009 after business hours.

Written Report

Within 24 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to CPS a written report that includes a completed Department of Justice form.

Fax: 530-841-4238

The address for Child Protective Services is: 818 S Main St, Yreka, CA 96097 B.

Procedures To Notify Teachers of Dangerous Pupils

Golden Eagle Charter School

NOTIFICATION TO TEACHER OF STUDENT CONDUCT _____SCHOOL YEAR

Student_____ Sex___ DOB _____ Grade ___ Date of Incident_____

To Student's Teacher(s): The above-named student has engaged in, or is reasonably suspected to have engaged in, one or more of the acts indicated below. You are being provided with notification of the student's conduct pursuant to the requirements of Education Code Section 49079. You may review the student's records if you need more specific information. Any information provided pursuant to this notice shall be received in confidence for the limited purpose for which it was provided. Further dissemination is prohibited.

STUDENT INCIDENT (E.C. 48900) Circle the letter of any that apply:

a. Caused, attempted to cause, or threatened to cause physical injury to another person.
b. (Circle if applicable:) Mutual, Combat 1, Battery 2
c. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the School Director.
d. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
e. Unlawfully offered, arranged, or negotiated to sell any controlled substance as listed in Chapter 2 (commencing with Section 11053 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
f. Committed or attempted to commit robbery or extortion.
g. Caused or attempted to cause damage to school property or private property.
h. Stole or attempted to steal school property or private property.
i. Possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. *(Teacher notification not required for this incident.)
j. Committed an obscene act or engaged in habitual profanity or vulgarity.
k. Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
l. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other school personnel engaged in the performance of their duties.
m. Knowingly received stolen school property or private property.
n. Possession of an imitation firearm.
o. Committed or attempted to commit a sexual assault or committed a sexual battery.
p. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
q. Committed unwelcome sexual advance, request for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, as defined in Education Code Section 212.5. This section only applies to grades 412. (E.C. 48900.2)
r. Caused, threatened to cause, or participated in an act of hate violence. This section only applies to grades 412. (E.C. 48900.3)

s. Harassment, threats, or intimidation that is so severe that it actually causes, or can reasonably be expected to cause, material disruption of classwork, substantial disorder, and the invasion of the rights of student(s) by creating an intimidating or hostile education environment. This section only applies to grades 412 (E.C. 48900.4)
t. Has made terroristic threats against school officials or school property, or both. (E.C. 48900.7)

RECORD OF		TEACHER REVIEW	
Date:	Signature:	Date:	Signature:
Date:	Signature:	Date:	Signature:
Date:	Signature:	Date:	Signature:

III. TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICIES

Golden Eagle Charter School does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq.*) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.[1]

Please see GECS Policy Manual for policies regarding Title IX Prohibiting Discrimination on the Basis of Sex, Harrassment, Intimidation, Discrimination, and Bullying. B.

Golden Eagle Charter School Dress Code

Dress Code (included in the Student/Parent Handbook, is not a board policy. It is updated by the GECS Executive Council, as needed)

At Golden Eagle Charter School, we believe that individual differences and the uniqueness of each child are to be supported and celebrated. This belief is reflected in this dress code.

The primary responsibility for a student's attire resides with the student and parent(s), guardian(s), or caregiver(s). The school is responsible for setting an atmosphere conducive to learning and seeing that student attire does not interfere with the health or safety of, nor contribute to a disrespectful, hostile, or intimidating atmosphere for any member of the school community.

To ensure effective and equitable enforcement of this dress code, staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size.

Our Dress Code is in place in order to:

- Maintain a safe learning environment in classes where protective or supportive/protective clothing is needed, such as chemistry/biology, welding, physical education, etc.
- Allow students to wear clothing of their choice that reflects their personal style and is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing with offensive images or language, including profanity, hate speech, gang affiliations, sexualization, and pornography.
- Prevent students from wearing clothing with images or language depicting or advocating violence, or the use of alcohol or drugs.
- Ensure that all students are treated equitably regardless of sex, gender identity, gender expression, sexual orientation, race, ethnicity, body type/size, religion, and personal style.

At Golden Eagle Charter School, students MUST wear:

- Top (shirt, tank top, etc.)
- Bottom (pants, sweatpants, shorts, skirt, dress, leggings, etc.)

- Shoes: depending on your course-load & other student activities, activity-specific shoe requirements may be in place (for example for PE, sports, carpentry, hiking,etc.)
- Clothing that covers genitals, buttocks, and areolae/nipples with opaque material

At Golden Eagle Charter School students MAY choose to wear:

- Hats. Hats must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff. *
- Religious headwear
- Hoodie sweatshirts (wearing the hood overhead is allowed, but the face must be visible to school staff) *
- Fitted pants, including opaque leggings, yoga pants and "skinny jeans" Ripped jeans, as long as underwear and buttocks are not exposed.
- Tank tops, (including spaghetti straps), and halter tops
- Athletic attire
- Visible waistbands or visible straps on undergarments worn under other clothing

  * Teachers/staff may direct students to remove/adjust the position of hats/hoods over the head on campus in situations that include, but are not limited to, classroom activities, headphone/earbud use issues, or visual identification of a student's face. This does NOT apply to any headwear worn for religious reasons.

At Golden Eagle Charter School students CAN NOT wear:

- Violent, sexual, or racist language, images, or associations
- Images or language depicting drugs or alcohol (or any illegal for minors item or activity), or use of the same
- Hate speech, profanity, sexualization, pornography, or gang related affiliations/logos/images
- Images or language that creates a hostile or intimidating environment based on any protected class
- Visible underwear (visible waistbands or straps on undergarments worn under other opaque clothing are not a violation)
- Bathing suits (except as required in class or athletic practices)
- Accessories that could be dangerous or considered as a weapon
- Any item that obscures the face or ears including sunglasses (except as a religious observance or as medically necessary or as appropriate on a school trip or outside activities)

Enforcement of Dress Code

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below. School staff shall not have discretion to vary the requirements in a way that leads to discriminatory enforcement.

- Students in violation will be provided three options to be dressed more to code during the school day:
- Students will be asked to put on their own alternative clothing, if already available at school, to be dressed more to code for the remainder of the day
- Students will be provided with temporary school clothing to be dressed more to code for the remainder of the day. Students cannot be forced to wear clothing that isn't theirs.
- If necessary, students' parent(s), guardian(s), or caregiver(s) may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.
- No student should be affected by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity.
- Students should not be shamed or required to display their body in front of others (students, parents etc.) in school. "Shaming" includes, but is not limited to:
  - Kneeling or bending over to check attire fit;
  - Measuring straps or skirt length;
  - Asking students to account for their attire in the classroom or in hallways in front of others;

- Accusing students of "distracting" others with their clothing; and/or,
- Calling out students in spaces, in hallways, or in classrooms about perceived dress code violations in front of other students; in particular, directing students to correct placement of pants or tops that do not expose the entire undergarment, or confronting students about visible waistbands or bra straps, since visible waistbands and straps on undergarments are permitted.

C. Safe And Orderly School Environment

Student safety is important and taken very seriously by all staff members at GECS. All GECS staff members, working directly with children, have been trained in first aid and CPR. Specific staff members working at GECC sites are trained in he use of automated external defibrillators, Epi-pens, and opioid antagonists. Safety drills for fire, earthquake, intruder and other emergency situations are conducted regularly at all Learning Centers. All GECS teaching staff members have also been trained in containment of blood-borne pathogens, and all teachers participated in a training on suicide intervention.

Students and visitors at all student Learning Centers are required to sign in and sign out, so staff can keep track of who is on campus and account for all students in case of emergency. At all GECS Learning Centers, the front door is locked at all times, and the Learning Center manager controls access to the building. At GECS, great emphasis is placed on building community and being responsible in interpersonal interactions. Anti-bullying policies and procedures are implemented and openly discussed with all students. Custodians at each Learning Center attend to routine cleaning tasks, and all Learning Center members work together to create an orderly environment that nurtures learning.

Internet access at the Learning Centers is through Chromebooks, where each student has an individual login and can be held personally responsible for any inappropriate content accessed. Student activity on the Chromebooks is monitored to ensure appropriate use of technology, and students generally use electronic devices only under direct teacher supervision. GECS networks have filtering systems for blocking inappropriate content. Internet safety and digital citizenship training is required of all students at GECS k-12. Internet safety skills are also taught explicitly in various classes at the Learning Centers.

D. Safe Ingress and Egress Of Students, Parents/Guardians And Employees

Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC35294.2)

The school Learning Center Parent Handbook defines the procedures for safe ingress and egress of students as well as details regarding the nature and hours of campus supervision. Parents are informed of procedures for student drop-off and pick-up as well. Also, safety procedures and expectations are described for those students who ride their bikes and walk to and from school. In addition, the school Learning Center newsletter provides frequent reminders about traffic and campus safety. At the beginning of each school year, school personnel take the time to discuss school rules and safety procedures including safe ingress and egress of students. Supervision is provided by school staff 20 minutes prior to the start of school. Adult supervision is also provided at the end of the day when students are waiting to be picked up. Staff members are vigilant about visitors on campus, and all school guests are required to sign in at the office and obtain a visitor's badge for the purposes of identification. If a person's presence on campus is questioned, an administrator is contacted immediately.

E. School Discipline

Golden Eagle Charter School maintains behavior policies and procedures for students at each program. Annually students and parents are trained on these policies and procedures. These policies are used throughout the year when behavior

situations arise. In addition, chronic behavior issues may lead to a Meeting of Concern, an SST and possibly a referral for an IEP assessment.

F. Suspension And Expulsion Policy and Procedures

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion. (The above is just the first paragraph of this board policy)

The Full Text and most current iteration of this policy can be found here: GECS Policy Manual

IV. CURRENT STATUS OF SCHOOL CRIME

A. Positive School Climate/Safe and Orderly Learning Environment

Because Golden Eagle is made of small Learning Center classes of students and home school students, the opportunity for crime is limited. Students enjoy close supervision of parents and teachers in an intimate and supportive community setting. For these reasons, the suspension and expulsion rate at GECS has been low, historically. The Suspension rate from the California Department of Education School Dashboard is inserted below. In addition, GECS continues to meet the standards for Positive School Climate on the Department of Ed Website through the annual parent survey.

All GECS Students Suspension Rate

Blue - 0% suspended at least once

Maintained 0%



Golden Eagle Charter School Local Climate Survey - Standard Met

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness. LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

Included in the GECS annual parent survey are questions about how parents and students feel about school safety if/when they attend one of the GECS Learning Centers. Parents had an opportunity in this survey to voice their concerns about any safety issues they perceive at GECS. Also in the survey is a question that asks parents if they believe their student(s) feel connected to the school community.

Addendum #1: GECS Instructional Continuity Plan (ICP)

The purpose of this Instructional Continuity Plan (ICP) is to ensure that all students at Golden Eagle Charter School (GECS) can continue to access high-quality instruction in the event of a natural disaster or emergency. This plan has been developed in accordance with Senate Bill 153 (Chapter 38, Statutes of 2024), which requires all Local Educational Agencies (LEAs) to develop and adopt an ICP as part of their Comprehensive School Safety Plan (CSSP). This ICP will be considered part of the GECS Comprehensive Safety Plan, as an addendum.

GECS is an independent study charter school that operates under a flex-based instructional model. This model includes a combination of independent study, on-site classes, and online learning. Because of this unique structure, GECS is well-positioned to respond swiftly to emergencies. The school can quickly transition to a full independent study format to support continuous learning for all students once the immediate impact of a disaster has been addressed.

1. Engagement Protocol Following an Emergency
   - GECS will initiate staff, family, and student engagement as soon as practicable, but no later than five calendar days after a natural disaster or emergency.
   - Two-Way Communication Channels include phone calls, SMS via ParentSquare/StudentSquare, emails, Canvas announcements, Zoom/Google Meet check-ins, and social media updates.
   - Support Identification and Referral: Educational Facilitators (EFs)/teachers/Program Managers assess needs and refer students for academic or mental health support.

2. Access to Instruction Post-Emergency
   - Instruction resumes no later than ten instructional days after an emergency.
   - Remote instruction will be provided by the teachers/Educational Facilitators using online platforms, Zoom/Google Meet, StudentSquare, email, and text/phone. Printed materials will be made available when needed.
   - Students may be temporarily reassigned to another LEA if necessary.

3. Instructional Resources and Access
   - Students should already have a Chromebook, but if necessary Chromebooks and hotspots will be distributed as soon as practical.
   - Printed curriculum kits will be delivered as needed.
   - Digital tools like Canvas, SchoolsPLP, online reading programs, etc. will remain Accessible.

4. Instructional Standards and Quality
   - Instruction aligns with independent study standards.

- Curriculum is standards-aligned, flexible, and accessible.
- Focus on essential learning and differentiated support.

5. Practical Readiness Measures
   - Independent study agreements are maintained yearly.
   - Inventory of Chromebooks and hotspots maintained.
   - ParentSquare/StudentSquare, email, text/phone will be used for communication.

6. Equity and Inclusion
   - GECS will follow IEPs and 504 Plans and maintain special ed services when instruction resumes.
   - Foster/homeless and SED students will be prioritized for distribution of meals, mental health and other support during and immediately after emergencies.

7. Professional Learning
   - Regularly scheduled PD sessions have trained teachers to use online communication and teaching tools and trauma-informed practices.
   - As needed training for all staff on emergency instructional pivoting.

8. Mental Health and Well-Being
   - EFs/teachers/Program Managers monitor student well-being and refer students in need of support to counselors.
   - The school will try to have counselors available for tailored support.
   - Community mental health partners assist with services.

9. Support Services
   - School breakfast and lunch is available via pickup once the initial disaster is over and return conditions are met for the building/site until the return of school as usual.
   - Support services adapted for online delivery as needed.

10. Return-to-Site Plan
    - Return conditions: evacuation lifted, utilities restored, safe air and water, clear facilities, staff ready, buildings/grounds are safe and operational.
    - Staffing is arranged to implement the learning program.

Appendix #6: GECS Suspension & Expulsion Policy



SUSPENSION AND EXPULSION POLICY AND PROCEDURE

Governance Council Policy 2005.1

This Pupil Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the offenses and procedures for which students are non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses for suspensions, expulsions, and involuntary removal. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions , involuntary removals, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy 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 rules 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 and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians[1] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and Procedures are available upon request at the Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

[1] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian , and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled from Charter School 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 and Expulsion Offenses. Students **may** be suspended and/or recommended for expulsion for any of the following acts when it is determined the pupil:

    a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to electronic files and databases, or the personal property of the person threatened or his or her immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threaten to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to pupils in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to pupils in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
    iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    i. A message, text, sound, video, or image.
    ii. A post on a social network Internet Web site including, but not limited to:
        (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
        (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
        (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
    iii. An act of cyber sexual bullying.
        (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to

disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

2. Non-Discretionary Suspension and Expulsion Offenses: Students **must** be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.
b) Brandished a knife at another person.
c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
d) Committed or attempted to commit a sexual assault 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 the Governance Council that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. <u>Suspension Procedure</u>

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director or designee.

The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or 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 pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Director or Director's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents/guardian, unless the pupil and the pupil's parents/guardian fail to attend the conference.

This determination will be made by the Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Governance Council following a hearing before it or by the Charter School Governance Council upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Governance Council as needed. The Administrative Panel should consist of at least three (3) members who are certificated and neither a teacher of the pupil nor a member of the Governance Council. 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 Governance Council shall make the final decisions

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 Director or designee determines that the Pupil has committed an expellable offense and recommends the student for expulsion

In the event an Administrative Panel hears the case, it will make a recommendation to the Governance Council for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1) The date and place of the expulsion hearing;
2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3) A copy of 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 pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) calendar days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time the complaining witness testifies , which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from

exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Governance Council or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his

or her testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Governance Council who will make a final determination regarding the expulsion. The final decision by the Governance Council shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Governance Council is final.

If the Administrative Panel decides not to recommend expulsion or the Governance Council decides not to expel, the pupil shall immediately be returned to his/her educational program.

The Governance Council 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 Governance Council. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Governance Council 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 Governance Council revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Governance Council 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 Governance Council 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 Director or designee, following a decision of the Governance Council to expel, shall send written notice of the decision to expel, including the Governance Council'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) n otice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Director 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

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Governance Council's decision to expel shall be final.

M. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. 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 Governance Council 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 (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

O. Readmission or Admission of a Previously Expelled Student

The decision to readmit a pupil at the end of the pupil's expulsion term or to admit a previously expelled pupil 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 Governance Council following a meeting with the Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director or designee shall make a recommendation to the Governance Council following the meeting regarding the Director's determination. The Governance Council shall then make a final decision regarding readmission or admission of the pupil during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal for Truancy As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above

which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c) Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a) Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c) Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b) The parent/guardian has requested an evaluation of the child.
c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of 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.

Appendix #7: GECS Budget

Golden Eagle Charter School

2025-26 July Budget

DMS
DELTA MANAGED SOLUTIONS

Golden Eagle Charter School

1

Golden Eagle Charter School
2025-26 July Budget - Summary Analysis

DMS DELTA MANAGED SOLUTIONS

SUMMARY OF RESULTS

This July Budget projects a budget surplus of $420,424.
This is an increase of $463,046 from the FY24-25 Estimated Actuals projected deficit of ($44,306).
This will allow Golden Eagle Charter School to end this fiscal year with a fund balance of $3,400,360, which is 35.9% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout the next two fiscal years, as shown in the attached monthly cash flow schedule.
The lowest projected ending cash balance this coming fiscal year is $388,479, which represents 15 days of operating costs on average.
The June 30 ending cash balance this coming fiscal year is projected to be $983,535, which represents 38 days of average operating costs.
This cash flow takes into account all currently projected impacts on cash flow at the time of this budget approval.

SIGNIFICANT CHANGES IN REVENUE (Total Change from Prior = increase of $1,282,104, or 14.4% of prior revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.
LCFF Entitlement projected revenues are $645,911 higher than at FY24-25 Estimated Actuals due to LCFF COLA and increased ADA.

Federal Revenues: This consists of Title I-IV (ESSA), federal special education (IDEA), and federal food programs (NSLP).
Federal Revenues are projected at ($50,624) lower than at FY24-25 Estimated Actuals primarily due to elimination of Forest Reserve funds.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, ELOP, and any one-time grants .
Other State Revenues are projected at $721,139 higher than at FY24-25 Estimated Actuals due to expected increases in Community Schools and KIT revenues.

Other Local Revenues: This category includes any non-LCFF local revenue sources.
Other Local Revenues are projected at ($34,322) lower than at FY24-25 Estimated Actuals primarily due to a decrease in County reimbursements.

SIGNIFICANT CHANGES IN EXPENSES (Total Change from Prior = increase of $819,058, or 9.2% of prior expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.
Salaries and Benefits costs are $383,761 higher than at FY24-25 Estimated Actuals, reflecting adjustments to staffing and associated benefits.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.
Books & Supplies costs are projected at $165,943 higher than at FY24-25 Estimated Actuals to reflect increased ADA and additional grant usage.

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.
Services & Operating costs are projected to be $269,355 higher than at FY24-25 Estimated Actuals to reflect increased ADA and additional grant usage.

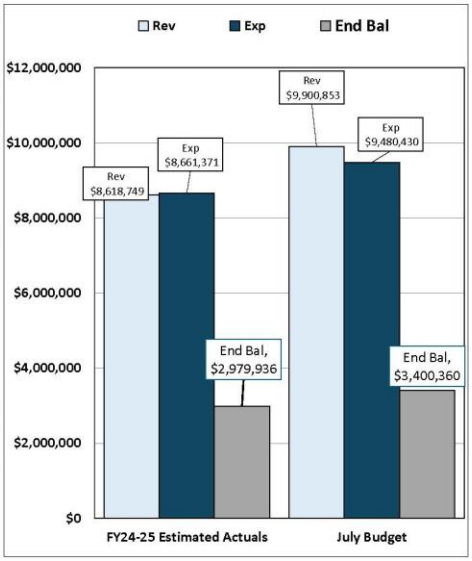
Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets and interest on long-term debt.
These costs are projected at $0 lower than at FY24-25 Estimated Actuals, reflecting stable depreciation and interest expense projections.

SB740 Non-Classroom Funding Determination:
The FY2024-25 Estimated Actuals project that SB740 compliance will be 61.4% for Certificated Expenditures and 90.6% for Instructional Expenditures.

The FY2025-26 Budget projects that SB740 compliance will be 58.2 for Certificated Expenditures and 85.0% for Instructional Expenditures.

Golden Eagle Charter School
2025-26 July Budget
BUDGET SUMMARY

	FY24-25 Estimated Actuals	July Budget	Change
Projected Enrollment:	500	550	50
Projected P-2 ADA:	495.47	528.00	32.53
Revenues:			
General Purpose Entitlement	$ 7,151,947	$ 7,797,858	$ 645,911
Federal Revenue	$ 393,710	$ 343,086	$ (50,624)
Other State Revenue	$ 996,770	$ 1,717,910	$ 721,139
Other Local Revenue	$ 76,322	$ 42,000	$ (34,322)
TTL Revenues	**$ 8,618,749**	**$ 9,900,853**	**$ 1,282,104**
Expenditures:			
Certificated Salaries	$ 3,914,319	$ 4,246,004	$ 331,685
Non-Certificated Salaries	$ 1,191,473	$ 1,102,027	$ (89,446)
Benefits	$ 1,923,952	$ 2,065,473	$ 141,522
Books/Supplies/Materials	$ 375,608	$ 541,551	$ 165,943
Services/Operations	$ 1,165,419	$ 1,434,773	$ 269,355
Capital Outlay	$ 90,601	$ 90,601	$ -
Other Outgo	$ -	$ -	$ -
TTL Expenditures	**$ 8,661,371**	**$ 9,480,430**	**$ 819,058**
Net Revenues	**$ (42,622)**	**$ 420,424**	**$ 463,046**
Beginning Balance July 1	**$ 3,022,558**	**$ 2,979,936**	
Ending Balance June 30	**$ 2,979,936**	**$ 3,400,360**	
Ending Balance as % of Exp:	**34.4%**	**35.9%**	



Golden Eagle Charter School
2025-26 July Budget
Budget Detail & Prior Estimated Actuals

Description		FY24-25 Estimated Actuals	25-26 July Budget	Budget Change	Percent Change
Enrollment (CALPADS)		**500**	**550**	**50**	
Average Daily Attendance (P-2)		**495.47**	**528.00**	**32.53**	
REVENUES					
General Purpose Entitlement					
8011	LCFF General Entitlement	5,991,668	6,534,892	543,224	9%
8012	EPA Entitlement	1,041,727	1,135,655	93,928	9%
8019	Prior Year Unrestricted Revenue	(915)	-	915	-100%
8096	In-Lieu-Of Property Taxes	119,467	127,311	7,844	7%
TTL General Purpose Entitlement		**7,151,947**	**7,797,858**	**645,911**	9%
Federal Revenue					
8220	School Nutrition Program-Federal	67,965	70,004	2,039	3%
8260	Forest Reserve	-	-	-	0%
8290	Other Federal Revenue	325,745	273,082	(52,663)	-16%
TTL Federal Revenue		**393,710**	**343,086**	**(50,624)**	-13%
Other State Revenue					
8311	AB602 State SpEd Revenue	108,195	83,571	(24,624)	-23%
8520	School Nutrition Program-State	23,066	23,168	102	0%
8550	Mandated Cost Reimbursements	13,832	16,547	2,715	20%
8560	State Lottery Revenue	159,427	150,551	(8,877)	-6%
8590	Other State Revenue	692,250	1,444,073	751,822	109%
TTL Other State Revenue		**996,770**	**1,717,910**	**721,139**	72%
Other Local Revenue					
8660	Interest Income	17,000	17,000	-	0%
8699	Other Revenue	59,322	25,000	(34,322)	-58%
TTL Other Local Revenue		**76,322**	**42,000**	**(34,322)**	-45%
TTL REVENUES		**8,618,749**	**9,900,853**	**1,282,104**	

Golden Eagle Charter School
2025-26 July Budget
Budget Detail & Prior Estimated Actuals

Description	FY24-25 Estimated Actuals	25-26 July Budget	Budget Change	Percent Change
EXPENDITURES				
1000 - Certificated Salaries				
1100 Teacher Compensation	2,879,983	3,065,609	185,626	6%
1130 Substitute Teacher Compensation	10,000	10,000	-	0%
1150 Teacher Stipends/Extra Duty	114,740	80,855	(33,885)	-30%
1200 Student Support	72,752	150,766	78,014	107%
1250 Support Stipends/Extra Duty	6,500	7,700	1,200	18%
1300 Certificated Administrators	823,044	926,074	103,030	13%
1350 Administrator Stipends/Extra Duty	7,300	5,000	(2,300)	-32%
TTL Certificated Salaries	**3,914,319**	**4,246,004**	**331,685**	8%
2000 - Non - Certificated Salaries				
2100 Instructional Aides	496,624	553,049	56,425	11%
2130 Classified Substitutes	11,800	11,800	-	0%
2150 Instructional Aides Stipends	16,363	16,263	(100)	-1%
2200 Pupil Support Administration	299,980	158,826	(141,154)	-47%
2250 Pupil Support Stipends	-	-	-	0%
2300 Classified Administrators	178,636	183,126	4,491	3%
2350 Classified Administrator Stipends	500	-	(500)	-100%
2400 Clerical & Technical Staff	185,770	178,663	(7,107)	-4%
2450 Clerical & Technical Stipends	1,800	300	(1,500)	-83%
TTL Non - Certificated Salaries	**1,191,473**	**1,102,027**	**(89,446)**	-8%
3000 - Employee Benefits				
3101 STRS Certificated	700,723	768,462	67,740	10%
3102 STRS Classified	36,447	8,098	(28,349)	-78%
3201 PERS Certificated	38,899	39,796	897	2%
3202 PERS Classified	265,596	276,204	10,608	4%
3301 OASDI/Medicare Exp	56,758	75,371	18,613	33%
3302 OASDI/Medicare (CLASS)	91,148	81,677	(9,471)	-10%
3401 Health Care Certificated	537,145	604,641	67,497	13%
3402 Health Care Classified	140,703	151,862	11,159	8%

Golden Eagle Charter School
2025-26 July Budget
Budget Detail & Prior Estimated Actuals

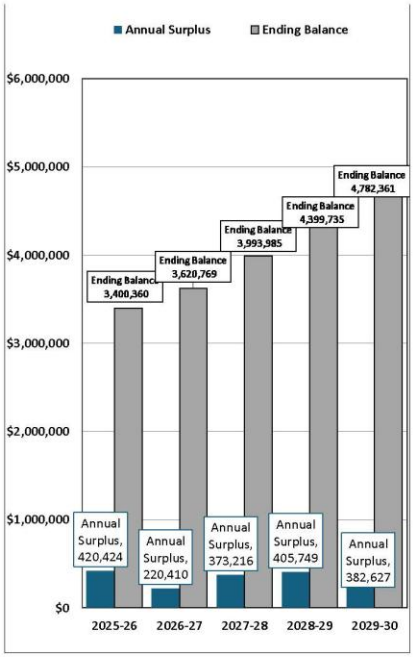
Description	FY24-25 Estimated Actuals	25-26 July Budget	Budget Change	Percent Change
3501 Unemployment Insurance	1,957	2,123	166	8%
3502 Unemployment Insurance Classified	596	551	(45)	-7%
3601 Workers' Comp Certificated	41,492	45,008	3,516	8%
3602 Workers' Comp Classified	12,490	11,681	(809)	-6%
TTL Employee Benefits	**1,923,952**	**2,065,473**	**141,522**	7%
4000 - Books/Supplies/Materials				
4310 Materials & Supplies	183,760	319,614	135,854	74%
4320 Office Supplies	6,938	7,250	312	5%
4330 Meals & Events	5,399	9,000	3,601	67%
4340 Athletics Supplies	9,333	11,500	2,167	23%
4390 Other Supplies	3,662	6,525	2,863	78%
4400 Non-Capitalized Equipment	67,177	68,662	1,485	2%
4700 School Nutrition Program	99,339	119,000	19,661	20%
TTL Books/Supplies/Materials	**375,608**	**541,551**	**165,943**	44%
5000 - Services & Operations				
5100 SpEd Consultants and Vendors Subagreements	86,868	86,868	-	0%
5200 Travel & Conferences	90,752	90,140	(612)	-1%
5210 Mileage Reimbursements	34,008	39,000	4,992	15%
5300 Dues & Memberships	12,744	30,000	17,256	135%
5400 Insurance	120,989	163,232	42,243	35%
5500 Operations & Housekeeping	13,348	15,000	1,652	12%
5510 Utilities (General)	56,316	65,000	8,684	15%
5520 Janitorial Services	28,711	30,000	1,289	4%
5610 Facility Rents & Leases	205,682	217,296	11,614	6%
5611 Lease Interest Expense	3,276	3,276	(0)	0%
5620 Equipment Leases	8,913	11,000	2,087	23%
5630 Maintenance & Repair	14,725	35,000	20,275	138%
5800 Professional Services - Non-instructional	108,380	130,100	21,720	20%
5810 Legal	2,531	25,000	22,469	888%
5820 Audit & CPA	6,975	12,870	5,895	85%
5825 DMS Business Services	187,889	215,839	27,950	15%
5830 Pre-Construction Engineering	19,625	40,000	20,375	104%

Golden Eagle Charter School
2025-26 July Budget
Budget Detail & Prior Estimated Actuals

Description	FY24-25 Estimated Actuals	25-26 July Budget	Budget Change	Percent Change
5835 Field Trips	12,252	15,500	3,248	27%
5840 Advertising & Recruitment	3,167	5,365	2,198	69%
5850 Oversight Fees	71,519	77,979	6,459	9%
5860 Service Fees	8,626	20,000	11,374	132%
5870 Livescan Fingerprinting	457	1,200	743	163%
5880 Community Partners	32,356	54,100	21,744	67%
5910 Telephone	27,728	40,000	12,272	44%
5920 Internet	5,732	9,409	3,677	64%
5930 Postage	1,850	1,600	(250)	-14%
TTL Services & Operations	**1,165,419**	**1,434,773**	**269,355**	23%
6000 - Capital Outlay				
6900 Depreciation	90,601	90,601	-	0%
TTL Capital Outlay	**90,601**	**90,601**	**-**	0%
7000 - Other Outgo				
TTL Other Outgo	-	-	-	0%
TTL EXPENDITURES	**8,661,371**	**9,480,430**	**819,058**	
Revenues less Expenditures	**(42,622)**	**420,424**	**463,046**	
Beginning Fund Balance	**3,022,558**	**2,979,936**		
Net Revenues	**(42,622)**	**420,424**		
ENDING BALANCE	**2,979,936**	**3,400,360**		
ENDING BALANCE AS % OF OUTGO	**34.4%**	**35.9%**		

Golden Eagle Charter School
2025-26 July Budget
Multi-Year Projection Summary

Description	2025-26	2026-27	2027-28	2028-29	2029-30
Projected Enrollment:	550	564	590	606	606
Projected P-2 ADA:	528.00	541.44	566.40	581.76	581.76
Revenues:					
General Purpose Entitlement	7,797,858	8,279,359	8,973,113	9,534,317	9,857,550
Federal Revenue	343,086	368,326	378,308	393,856	402,576
Other State Revenue	1,717,910	1,101,002	997,217	615,688	487,750
Other Local Revenue	42,000	42,000	42,000	42,000	42,000
TTL Revenues	**9,900,853**	**9,790,687**	**10,390,638**	**10,585,861**	**10,789,877**
Expenditures:					
Certificated Salaries	4,246,004	4,280,664	4,409,084	4,541,356	4,677,597
Non-Certificated Salaries	1,102,027	1,113,048	1,146,439	1,138,735	1,172,897
Benefits	2,065,473	2,085,457	2,143,775	2,134,755	2,178,967
Books/Supplies/Materials	541,551	516,189	531,572	547,412	541,520
Services/Operations	1,434,773	1,235,990	1,166,859	1,198,160	1,216,576
Capital Outlay	90,601	180,410	302,653	302,653	302,653
Other Outgo	-	158,520	317,040	317,040	317,040
TTL Expenditures	**9,480,430**	**9,570,277**	**10,017,421**	**10,180,112**	**10,407,250**
Net Revenues	**420,424**	**220,410**	**373,216**	**405,749**	**382,627**
Net Revenues w/out Depreciation, CTEIG Match Sal. Exp (Non-Cash Items)	**761,672**	**653,973**	**934,036**	**966,569**	**1,011,121**
Beginning Fund Balance	**2,979,936**	**3,400,360**	**3,620,769**	**3,993,985**	**4,399,735**
Net Revenues	**420,424**	**220,410**	**373,216**	**405,749**	**382,627**
ENDING BALANCE	**3,400,360**	**3,620,769**	**3,993,985**	**4,399,735**	**4,782,361**
ENDING BALANCE (% of Outgo)	**35.9%**	**37.8%**	**39.9%**	**43.2%**	**46.0%**
ENDING BALANCE CASH	**983,535**	**1,524,144**	**2,358,129**	**3,267,582**	**4,219,563**
Debt Service Reserve (USDA Requirement)		**(317,040)**			
Repair/Replacement (USDA Requirement)	**(100,000)**				



8

Golden Eagle Charter School
2025-26 July Budget
2025-26 Cash Flow

Description	25-26 July Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		1,867,253	2,031,547	1,761,488	1,027,907	940,728	599,722	388,479	544,451	433,444	431,082	745,483	747,215		
CASH INFLOWS															
REVENUES															
LCFF State Aid	6,534,892	-	299,583	299,583	539,250	539,250	539,250	539,250	539,250	647,895	647,895	647,895	647,895	647,895	6,534,892
Education Protection Account	1,135,655	-	-	-	266,422	-	-	266,422	-	-	301,406	-	-	301,406	1,135,655
Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-Lieu-Of Property Taxes	127,311	-	-	9,557	14,336	7,168	7,168	7,168	7,168	7,168	22,526	11,263	11,263	22,526	127,311
Federal Title Revenues	219,636	18,303	18,303	18,303	18,303	18,303	18,303	18,303	18,303	18,303	18,303	18,303	18,303	-	219,636
Other Federal Revenues	123,450	10,288	10,288	10,288	10,288	10,288	10,288	10,288	10,288	10,288	10,288	10,288	10,288	-	123,450
State Special Education	83,571	4,179	4,179	7,521	7,521	7,521	7,521	7,521	6,964	6,964	6,964	6,964	6,964	2,786	83,571
Other State Revenues	1,634,339	136,195	136,195	136,195	136,195	136,195	136,195	136,195	136,195	136,195	136,195	136,195	136,195	-	1,634,339
Local Revenues	42,000	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	-	42,000
TOTAL REVENUES	9,900,853	172,464	472,047	484,948	995,815	722,225	722,225	988,647	721,668	830,313	1,147,076	834,407	834,407	974,612	9,900,853
EXPENDITURES															
Certificated Salaries	4,246,004	12,738	191,070	404,220	404,220	404,220	404,220	404,220	404,220	404,220	404,220	404,220	404,220	-	4,246,004
Classified Salaries	1,102,027	10,910	53,779	103,734	103,734	103,734	103,734	103,734	103,734	103,734	103,734	103,734	103,734	-	1,102,027
Benefits	2,065,473	9,133	94,564	196,178	196,178	196,178	196,178	196,178	196,178	196,178	196,178	196,178	196,178	-	2,065,473
Books & Supplies	541,551	34,475	80,204	80,204	64,986	59,571	54,155	26,536	26,536	26,536	26,536	26,536	26,536	8,741	541,551
Services & Operations	1,434,773	91,338	212,490	212,490	172,173	157,825	143,477	70,304	70,304	70,304	70,304	70,304	70,304	23,157	1,434,773
Capital Outlay	90,601	-	-	-	-	-	-	-	-	-	-	-	90,601	-	90,601
Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	9,480,430	158,594	632,106	996,825	941,290	921,527	901,763	800,971	800,971	800,971	800,971	800,971	891,572	31,898	9,480,430
OTHER CASH INFLOWS/OUTFLOWS															
Accounts Receivable (net change)		360,424	-	-	-	-	-	-	-	-	-	-	-		360,424
Net Change in Payables		(100,000)	-	-	-	-	-	-	-	-	-	-	-		(100,000)
Fixed Asset Acquisitions		(110,000)	(110,000)	(190,000)	(110,000)	(110,000)	-	-	-	-	-	-	90,601		(539,399)
Other Inflows/(Outflows) - Repair/Replacement				(31,704)	(31,704)	(31,704)	(31,704)	(31,704)	(31,704)	(31,704)	(31,704)	(31,704)	(31,704)		(317,040)
Other Inflows/(Outflows)		-	-	-	-	-	-	-	-	-	-	-	234,587		234,587
NET INFLOWS/OUTFLOWS		150,424	(110,000)	(221,704)	(141,704)	(141,704)	(31,704)	(31,704)	(31,704)	(31,704)	(31,704)	(31,704)	293,484		
ENDING CASH BALANCE		2,031,547	1,761,488	1,027,907	940,728	599,722	388,479	544,451	433,444	431,082	745,483	747,215	983,535		
Days Cash On Hand		79	68	40	37	23	15	21	17	17	29	29	38		

Golden Eagle Charter School
2025-26 July Budget
2026-27 Cash Flow

Description	2026-27 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		983,535	1,862,897	1,676,492	1,168,017	1,251,142	1,061,618	889,616	1,063,375	946,974	946,008	1,280,746	1,283,979		
CASH INFLOWS															
REVENUES															
LCFF State Aid	6,943,253	-	318,304	318,304	572,947	572,947	572,947	572,947	572,947	688,381	688,381	688,381	688,381	688,381	6,943,253
Education Protection Account	1,205,555	-	-	-	282,820	-	-	282,820	-	-	319,957	-	-	319,957	1,205,555
Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-Lieu-Of Property Taxes	130,551	-	-	9,801	14,701	7,350	7,350	7,350	7,350	7,350	23,099	11,550	11,550	23,099	130,551
Federal Title Revenues	296,222	24,685	24,685	24,685	24,685	24,685	24,685	24,685	24,685	24,685	24,685	24,685	24,685	-	296,222
Other Federal Revenues	72,104	6,009	6,009	6,009	6,009	6,009	6,009	6,009	6,009	6,009	6,009	6,009	6,009		
State Special Education	1,101,002	55,050	55,050	99,090	99,090	99,090	99,090	99,090	91,750	91,750	91,750	91,750	91,750	36,700	1,101,002
Other State Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Local Revenues	42,000	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	-	42,000
TOTAL REVENUES	9,790,687	89,244	407,548	461,389	1,003,753	713,582	713,582	996,402	706,242	821,676	1,157,382	825,875	825,875	1,068,138	9,718,583
EXPENDITURES															
Certificated Salaries	4,280,664	12,842	192,630	407,519	407,519	407,519	407,519	407,519	407,519	407,519	407,519	407,519	407,519	-	4,280,664
Classified Salaries	1,113,048	11,019	54,317	104,771	104,771	104,771	104,771	104,771	104,771	104,771	104,771	104,771	104,771	-	1,113,048
Benefits	2,085,457	9,222	95,479	198,076	198,076	198,076	198,076	198,076	198,076	198,076	198,076	198,076	198,076	-	2,085,457
Books & Supplies	516,189	32,861	76,448	76,448	61,943	56,781	51,619	25,293	25,293	25,293	25,293	25,293	25,293	8,331	516,189
Services & Operations	1,235,990	78,683	183,050	183,050	148,319	135,959	123,599	60,563	60,563	60,563	60,563	60,563	60,563	19,949	1,235,990
Capital Outlay	180,410	-	-	-	-	-	-	-	-	-	-	-	180,410	-	180,410
Other Outgo	158,520	-	-	-	-	-	-	26,420	26,420	26,420	26,420	26,420	26,420	-	158,520
TOTAL EXPENSES	9,570,277	144,626	601,923	969,864	920,628	903,106	885,584	822,643	822,643	822,643	822,643	822,643	1,003,053	28,280	9,570,277
OTHER CASH INFLOWS/OUTFLOWS															
Accounts Receivable (net change)		950,693	23,919	-	-	-	-	-	-	-	-	-	-		974,612
Net Change in Payables		(15,949)	(15,949)	-	-	-	-	-	-	-	-	-	-		(31,898)
Fixed Asset Acquisitions		-	-	-	-	-	-	-	-	-	-	-	180,410		180,410
Other Inflows/(Outflows) - Repair/Replacement													-		
Other Inflows/(Outflows)		-	-	-	-	-	-	-	-	-	-	-	236,933		236,933
NET INFLOWS/OUTFLOWS		934,744	7,970	-	-	-	-	-	-	-	-	-	417,343		
ENDING CASH BALANCE		1,862,897	1,676,492	1,168,017	1,251,142	1,061,618	889,616	1,063,375	946,974	946,008	1,280,746	1,283,979	1,524,144		
Days Cash On Hand		72	65	45	49	41	35	41	37	37	50	50	59		

Golden Eagle Charter School
2025-26 July Budget
2027-28 Cash Flow

Description	2027-28 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		1,524,144	2,452,980	2,279,901	1,750,883	1,857,464	1,666,742	1,493,005	1,712,485	1,618,719	1,650,136	2,044,885	2,080,695		
CASH INFLOWS															
REVENUES															
LCFF State Aid	7,529,634	-	345,186	345,186	621,335	621,335	621,335	621,335	621,335	746,518	746,518	746,518	746,518	746,518	7,529,634
Education Protection Account	1,306,909	-	-	-	306,598	-	-	306,598	-	-	346,857	-	-	346,857	1,306,909
Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-Lieu-Of Property Taxes	136,570	-	-	10,252	15,379	7,689	7,689	7,689	7,689	7,689	24,164	12,082	12,082	24,164	136,570
Federal Title Revenues	304,041	25,337	25,337	25,337	25,337	25,337	25,337	25,337	25,337	25,337	25,337	25,337	25,337	-	304,041
Other Federal Revenues	74,267	6,189	6,189	6,189	6,189	6,189	6,189	6,189	6,189	6,189	6,189	6,189	6,189		
State Special Education	997,217	49,861	49,861	89,750	89,750	89,750	89,750	89,750	83,101	83,101	83,101	83,101	83,101	33,241	997,217
Other State Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Local Revenues	42,000	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	-	42,000
TOTAL REVENUES	10,390,638	84,887	430,073	480,214	1,068,086	753,799	753,799	1,060,397	747,151	872,334	1,235,665	876,727	876,727	1,150,779	10,316,370
EXPENDITURES															
Certificated Salaries	4,409,084	13,227	198,409	419,745	419,745	419,745	419,745	419,745	419,745	419,745	419,745	419,745	419,745	-	4,409,084
Classified Salaries	1,146,439	11,350	55,946	107,914	107,914	107,914	107,914	107,914	107,914	107,914	107,914	107,914	107,914	-	1,146,439
Benefits	2,143,775	9,479	98,149	203,615	203,615	203,615	203,615	203,615	203,615	203,615	203,615	203,615	203,615	-	2,143,775
Books & Supplies	531,572	33,840	78,726	78,726	63,789	58,473	53,157	26,047	26,047	26,047	26,047	26,047	26,047	8,580	531,572
Services & Operations	1,166,859	74,282	172,812	172,812	140,023	128,354	116,686	57,176	57,176	57,176	57,176	57,176	57,176	18,833	1,166,859
Capital Outlay	302,653	-	-	-	-	-	-	-	-	-	-	-	302,653	-	302,653
Other Outgo	317,040	26,420	26,420	26,420	26,420	26,420	26,420	26,420	26,420	26,420	26,420	26,420	26,420	-	317,040
TOTAL EXPENSES	10,017,421	168,599	630,461	1,009,231	961,505	944,521	927,537	840,917	840,917	840,917	840,917	840,917	1,143,570	27,413	10,017,421
OTHER CASH INFLOWS/OUTFLOWS															
Accounts Receivable (net change)		1,026,689	41,449	-	-	-	-	-	-	-	-	-	-		1,068,138
Net Change in Payables		(14,140)	(14,140)	-	-	-	-	-	-	-	-	-	-		(28,280)
Fixed Asset Acquisitions		-	-	-	-	-	-	-	-	-	-	-	302,653		302,653
Other Inflows/(Outflows) - Repair/Replacement													-		
Other Inflows/(Outflows)		-	-	-	-	-	-	-	-	-	-	-	241,625		241,625
NET INFLOWS/OUTFLOWS		1,012,549	27,309	-	-	-	-	-	-	-	-	-	544,278		
ENDING CASH BALANCE		2,452,980	2,279,901	1,750,883	1,857,464	1,666,742	1,493,005	1,712,485	1,618,719	1,650,136	2,044,885	2,080,695	2,358,129		
Days Cash On Hand		95	89	68	72	65	58	67	63	64	79	81	92		

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is made and entered into between the Siskiyou County Office of Education ("SCOE"), the Siskiyou County Board of Education ("SCBE"), and Golden Eagle Charter School (the "School"). Hereinafter, the Siskiyou County Office of Education, Siskiyou County Board of Education, and the Golden Eagle Charter School shall be collectively referred to as "the parties."

PURPOSE OF MEMORANDUM OF UNDERSTANDING

The State of California enacted the Charter Schools Act of 1992 (hereinafter "The Act"), authorizing the creation of charter schools with the intent that the charter schools improve student learning through a variety of means, including increased learning opportunities, innovative teaching methods, expanded choice for parents, and performance-based accountability.

The Act authorizes the county board of education to grant charter petitions under specified circumstances. The Siskiyou County Board of Education has renewed authorization of the Golden Eagle Charter School charter for a five-year period beginning July 1, 2018, through June 30, 2023, pursuant to the Act, and by doing so, is the authorizing agency of the School. The Siskiyou County Board of Education assigned the SCOE as the administrative designee for administration and oversight.

The fundamental interest of the SCOE is, on a continuing basis, to be reasonably assured that the School is:

- Implementing the provisions of the charter petition as approved.
- Obeying all requirements of federal, state, and local law that apply to the School, including complying with all reports required of charter schools by law.
- Being operated prudently in all respects and in sound fiscal condition.
- Providing a sound education for all of its students.

The parties recognize that there are many matters related to the operation of the School, and to the effective oversight of the School, which go beyond the provisions included in the School's charter. SCOE also acknowledges that the day-to-day operation of the School is appropriately carried out by the faculty and staff of the School. This MOU is intended to address those matters that have not been covered in the charter and to provide guidance on the oversight policies and procedures of SCOE.

Further, this MOU is intended to outline the parties' agreements governing their respective fiscal and administrative responsibilities and their legal relationships.

TERM OF MEMORANDUM OF UNDERSTANDING

This MOU, provided it is fully executed by all parties, shall cover the term of the charter: five (5) fiscal years plus the two year extension granted by Assembly Bill 130 [Approved by Governor on July 09, 2021] extends the terms of all charter schools whose terms expire on or between January 1, 2022, and June 30, 2025, inclusive, by three years, commencing on July 1, 2018, and ending on June 30, 2026. This MOU is subject to termination during the term or during any subsequent renewal of the charter as specified by law or as otherwise set forth in this MOU.

Any modification of this MOU must be in writing and executed by duly authorized representatives of both parties.

1. The duly authorized representatives of the School are the Governance Council President, the School Executive Director, and/or designee.
2. The duly authorized representative of the SCOE is the County Superintendent of Schools and/or designee. The SCOE hereby designates the County Superintendent of Schools as the contact person for the School.

This MOU may be reviewed at least annually. Revisions to the MOU proposed by the School will be submitted by the School's authorized representatives any time before February 1 annually, or at such time as may be requested by the SCOE. In the case of mid-year changes in laws applicable to charter schools, the SCOE reserves the right to request mid-year modifications to this MOU. Such modifications, if agreed upon, will be included as addendums to the MOU or will be incorporated into it. Failure to reach agreement on changes in the MOU required by such mid-year changes in laws may result in termination of the MOU and, if the SCOE determines that the School is out of compliance with such changes in laws, could lead to revocation of the charter through the process specified in Education Code Section 47607(c) and its implementing regulations. The approved MOU (including any addendums) will continue unless modified and agreed to in writing. This MOU will automatically expire upon the expiration or revocation of the charter.

TERM OF CHARTER

The School is a public school that is operating pursuant to its charter. The charter was initially granted with conditions of opening and operation by the Siskiyou County Board of Education on January 16, 2008 and commenced opening July 1, 2008.

The School is known as Golden Eagle Charter School. The School serves grades Transitional Kindergarten through 12th and has an approximate enrollment of 515 students, in the 2025-2026 school year.

If any proposed provision of the MOU is not consistent with the charter, the School and the SCBE shall collectively agree to modifications of the MOU or of the charter to bring about alignment. If any necessary modifications to the charter are material, the proposed modifications will be submitted to the SCBE for approval.

Future renewal of the charter shall be based on compliance with the terms set forth in this MOU, the charter, applicable requirements of the Education Code ("EC"), and applicable state regulations. The SCBE shall review all materials submitted in accordance with SCBE policy and this MOU, including the continued fiscal viability of the School and its compliance with any annual audit issues. Review of the charter shall also be in accordance with state law, and as described under Section 4.3 of this MOU. The SCBE reserves the right to approve amendments to the charter and/or revoke the charter as specified in EC section 47607.

Governance and Organizational Management

The School is operated as a California Non-Profit Public Benefit Corporation. Pursuant to Education Code section 47604, subdivision (c), the School is a separate legal entity and neither the Siskiyou County Board of Education nor the SCOE are liable for the debts and obligations of the School or for claims arising from the performance of acts, errors, or omissions by the School,

provided SCBE and SCOE perform their statutorily mandated oversight responsibilities. The Siskiyou County Board of Education reserves the right to appoint a representative to the corporation's Governance Council, in accordance with EC section 47604(b). The School will use all apportionment revenue received from state and federal sources only for the educational services specified in the charter and this MOU for the benefit of the students enrolled and attending the School.

Material Revisions to Charter

Changes to the charter deemed to be material revisions may not be made without approval from SCBE. Amendments to the charter considered to be material revisons include, but are not limited to, the following:

- Substantial changes to the educational program (including the addition or deletion of an educational program), mission, or vision.
- Adding a classroom-based program.
- Addition or deletion of grades or grade levels to be served.
- Changes to location of facilities, including school sites, resource centers, meeting space, or other satellite facility including the opening of a new facility. Temporary locations rented for student-teacher meetings or student testing purposes shall be exempted from this provision.
- Admissions requirements and procedures.
- Governance structure, including but not limited to: changes in number of Governance Council members, method by which new Governance Council members are selected, and/or changes in majority/quorum or other provisions relating to resolution approval.

Supervisory Oversight

The SCOE and the School agree that supervisory oversight as used in Education Code sections 47613 and 47604.32 shall include activities related to monitoring the performance and compliance of the School with respect to the terms and conditions of its charter, this MOU and all applicable laws, including at least one visit by SCOE to the School annually. For such supervisory oversight, an amount will be paid by the School pursuant to Education Code section 47613, which will be 1% of the School's general purpose entitlement as defined in Education Code section 47632, subdivision (a). The School and SCOE agree that such amount represents the actual cost of SCOE's supervisory oversight. Payment to the SCOE shall be on an annual basis. SCOE invoices shall not be required to contain itemized documentation of staff time spent on School issues.

The School shall notify the County Superintendent of Schools of any significant changes in the operations or status of the School as soon as practical, but in no event later than thirty (30) days after the School has knowledge of the change or impending change. These changes may be notified by sharing Governance Council Meeting Agenda or Minutes, if appropriate. Significant changes include (but are not limited to):

(a) Any change in contact information, such as phone numbers, fax numbers, etc.;
(b) Any change in School officers and Governance Council members, including the senior employee responsible for School operations (i.e., the School Executive Director); and
(c) Being named as a party in any litigation, including court and administrative proceedings.

The School shall, pursuant to Education Code section 47604.3, promptly provide the SCOE with all requested information and records, including pupil records protected by the Family Educational Rights and Privacy Act ("FERPA"), or any other information not generally available to the public, to the extent allowable under applicable law. The School and SCOE agree that SCOE is an authorized educational agency for reviewing pupil records from the School.

Annual Audit

In accordance with EC section 47605(m), by December 15th of each year, the School will submit an annual independent financial audit to the State Controller's Office, the SCOE, the Siskiyou County Board of Education, and the California Department of Education. One factor for the School to receive a favorable recommendation for renewal is that, for any findings or exceptions identified in each annual audit, corrective action plans must have been implemented in a timely manner, such that there are no continuing prior year findings or deficiencies that are identified in the following year. The audit must be reviewed and approved by the School's Governance Council.

The audit will be conducted by an auditor from the list approved by the State Controller and be mutually agreeable to the SCOE and the School (such agreement shall not be unreasonable withheld).

In addition to the School's financial statements, the audit will include, as applicable, but not be limited to:

- Contemporaneous records of attendance
- Nonclassroom-based instruction/independent study

Evaluation of the Educational Program/General Operation

The School shall furnish to the SCOE written documentation that addresses evaluation of its educational program and general operation. This documentation shall include:

- GECS Governance Council Agendas, Minutes and Open Session Meeting Documents
- Link to SARC (School Accountability Report Card)
- Annual certification as agreed upon between the GECS Executive Director and the SCOE Superintendent of Schools.

The Annual Certification shall be due to the SCOE by December 15th.

The School participates as a local educational agency ("LEA") in the Siskiyou County Special Education Local Plan Area ("SELPA"). Compliance with SELPA policies and practices shall be considered as a factor in renewing the charter.

Fiscal Oversight

1. The School shall be financially self-sufficient and shall operate at no cost to the Siskiyou County Board of Education or the SCOE. The School shall be responsible for all costs associated with the physical and instructional operation of the School.

2. The School, pursuant to Education Code section 47604.33, shall file the following reports

with the SCOE:

A. Annual Preliminary Budget – No later than July 1.

B. Interim Reports – On or before December 15 for period ending October 31, and, on or before March 15 for period ending January 31.

C. Unaudited Reports – On or before September 15 for full prior year, including an annual statement of all the School's receipts and expenditures for the preceding fiscal year.

3. The School will maintain all financial reports in the format to facilitate Standardized Account Code Structure ("SACS") software reporting. This will allow for ease of transferring data at year-end to the California Department of Education and uploading it to the SELPA Maintenance of Effort reporting process.

A. As a practice of fiscal solvency, the School shall maintain an economic uncertainty reserve within its budget of 5% of its expenditures.

4. The School, as a direct-funded charter school, shall receive State funding directly. Funding shall be passed to the Siskiyou County Superintendent of Schools for deposit in the School's account with the Siskiyou County Treasurer.

A. The SCOE will transfer monthly apportionments from the Siskiyou County Treasurer to the School's account at Tri-Counties Bank by warrant. A general ledger detail of revenues received will be forwarded to the School for each warrant processed.

B. As a courtesy, the SCOE will deposit warrants in the local branch of the Tri- Counties Bank to avoid delays in mailing.

C. An agreed amount of funds will remain in the Siskiyou County Treasury to cover transfer costs to cover STRS and PERS reporting requirements provided by the SCOE.

D. The School shall be responsible for its cash flow requirements and notify the SCOE on any month the School will be unable to meet its financial obligations due to the lack of cash. The SCOE shall establish guidelines with the Siskiyou County Board of Education for short-term borrowing in the event of any cash flow problems that may occur.

5. The SCOE will monitor the expenditure process within its oversight responsibility.

A. The School will provide the SCOE copies of its check and warrant activity report on a monthly basis. These reports may be accessed on the GECS Governance Council Agendas/Minutes.
B. Upon request, the School will provide the SCOE back-up documents for expenses that could periodically be sampled by SCOE.

6. The School elects to maintain its own accounting system for its financial records and will not purchase business services from the SCOE. As such, the School shall provide financial reports (July Budget, unaudited actuals, audited financials, 1st Interim and 2nd Interim budgets) to its Governance Council and the Siskiyou County Board of Education

as the School's authorizing LEA.

7. The School shall maintain its own federal identification number for payroll tax, W-2 and 1099 reporting. The SCOE shall not be responsible for any of these requirements.

8. The School is responsible for and will pay for property, liability, unemployment and workers' compensation insurance and will provide the SCOE with evidence of such coverage upon request and also upon any change to such policies. The limits of the School's policies are set forth in an appendix to the charter, and any changes in those limits must be reported to the SCOE within ten (10) days of such change. The School shall name the SCOE as an additional insured entity on its liability policy. Such policy shall also provide that SCOE shall receive thirty (30) days' prior notice of any cancellation or reduction in such coverage.

9. The School shall maintain legal counsel separate from the Siskiyou County Board of Education and the SCOE, and shall pay for such legal expenses.

10. Attendance for the School shall be consistent with the requirements of the Education Code, and the School shall file the P1, P2, and Annual Attendance reports within the due dates established by the California Department of Education.

11. The School will maintain an adopted comprehensive conflict of interest policy, which warrants that the policy and the School's practices comply with applicable conflict of interest laws. The School shall be subject to the Public Records Act.

12. The School shall be recognized as a separate LEA for all SELPA activities. The Siskiyou County Board of Education and the SCOE shall not be responsible for the School's special education encroachment or other special education costs.

13. The School shall provide the SCOE with any proposed loan repayment plan and must notify the Siskiyou County Board of Education of any loans.

Indemnification Clause

The School shall defend, hold harmless, and indemnify the SCOE, the Siskiyou County Board of Education, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and other representatives from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorneys' fees and costs, and including but not limited to consequential damages, extra expense, death, sickness, or injury to any person(s) or damage to any property, from any cause whatsoever arising from or connected with its services hereunder, that arise out of or result from, in whole or in part, the negligent, wrongful or willful acts or omissions of the School, its employees, agents, subcontractors, independent contractors, consultants or other representatives, with the exception of any liabilities, claims, demands, costs, losses, damages, or expenses caused solely by the action or inaction of the SCOE and/or the SCBE.

Miscellaneous

Each of the parties acknowledges and agrees that this MOU is to be construed as a whole according to its fair meaning and not in favor of nor against any of the parties as drafter or otherwise.

Any action or proceeding by any party to enforce the terms of this MOU shall be brought solely in the Superior Court of the State of California for the County of Siskiyou.

This MOU shall be governed by and interpreted under the laws of the State of California applicable to instruments, persons, transactions and subject matter that have legal contacts and relationships exclusively within the State of California.

If any provision or any part of this MOU is for any reason held to be invalid and or unenforceable or contrary to public policy, law, or statute and/or ordinance, the remainder of this agreement shall not be affected thereby and shall remain valid and fully enforceable.

In the event of a conflict between the law and the terms of this MOU, the law shall prevail, and any such conflicting terms shall be severed from this MOU and nullified. In the event of a conflict between the charter petition and this MOU, the terms of this MOU shall prevail and shall be deemed an amendment to the charter petition, replacing any conflicting terms therein.

In witness whereof, the School, SCBE, and SCOE have entered into this Agreement as of November 19, 2025.

_____

John Bennett, Board President — Date Signed
Siskiyou County Board of Education

_____

Allan Carver, County Superintendent — Date Signed
Siskiyou County Office of Education

_____

Shelly Blakely, Executive Director — Date Signed
Golden Eagle Charter School

_____

Susan Beals, President — Date Signed
Golden Eagle Charter School Governance Council

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is made and entered into between the Siskiyou County Office of Education ("SCOE"), the Siskiyou County Board of Education ("SCBE"), and Golden Eagle Charter School (the "School"). Hereinafter, the Siskiyou County Office of Education, Siskiyou County Board of Education, and the Golden Eagle Charter School shall be collectively referred to as "the parties."

PURPOSE OF MEMORANDUM OF UNDERSTANDING

The State of California enacted the Charter Schools Act of 1992 (hereinafter "The Act"), authorizing the creation of charter schools with the intent that the charter schools improve student learning through a variety of means, including increased learning opportunities, innovative teaching methods, expanded choice for parents, and performance-based accountability.

The Act authorizes the county board of education to grant charter petitions under specified circumstances. The Siskiyou County Board of Education has renewed authorization of the Golden Eagle Charter School charter for a five-year period beginning July 1, 2026, through June 30, 2031, pursuant to the Act, and by doing so, is the authorizing agency of the School. The Siskiyou County Board of Education assigned the SCOE as the administrative designee for administration and oversight.

The fundamental interest of the SCOE is, on a continuing basis, to be reasonably assured that the School is:

- Implementing the provisions of the charter petition as approved.
- Obeying all requirements of federal, state, and local law that apply to the School, including complying with all reports required of charter schools by law.
- Being operated prudently in all respects and in sound fiscal condition.
- Providing a sound education for all of its students.

The parties recognize that there are many matters related to the operation of the School, and to the effective oversight of the School, which go beyond the provisions included in the School's charter. SCOE also acknowledges that the day-to-day operation of the School is appropriately carried out by the faculty and staff of the School. This MOU is intended to address those matters that have not been covered in the charter and to provide guidance on the oversight policies and procedures of SCOE.

Further, this MOU is intended to outline the parties' agreements governing their respective fiscal and administrative responsibilities and their legal relationships.

TERM OF MEMORANDUM OF UNDERSTANDING

This MOU, provided it is fully executed by all parties, shall cover the term of the charter: five (5) fiscal years commencing on July 1, 2026, and ending on June 30, 2031. This MOU is subject to termination during the term or during any subsequent renewal of the charter as specified by law or as otherwise set forth in this MOU.

Any modification of this MOU must be in writing and executed by duly authorized representatives of both parties.

1. The duly authorized representatives of the School are the Governance Council President, the School Executive Director, and/or designee.
2. The duly authorized representative of the SCOE is the County Superintendent of Schools and/or designee. The SCOE hereby designates the County Superintendent of Schools as the contact person for the School.

This MOU may be reviewed at least annually. Revisions to the MOU proposed by the School will be submitted by the School's authorized representatives any time before February 1 annually, or at such time as may be requested by the SCOE. In the case of mid-year changes in laws applicable to charter schools, the SCOE reserves the right to request mid-year modifications to this MOU. Such modifications, if agreed upon, will be included as addendums to the MOU or will be incorporated into it. Failure to reach agreement on changes in the MOU required by such mid-year changes in laws may result in termination of the MOU and, if the SCOE determines that the School is out of compliance with such changes in laws, could lead to revocation of the charter through the process specified in Education Code Section 47607(c) and its implementing regulations. The approved MOU (including any addendums) will continue unless modified and agreed to in writing. This MOU will automatically expire upon the expiration or revocation of the charter.

TERM OF CHARTER

The School is a public school that is operating pursuant to its charter. The charter was initially granted with conditions of opening and operation by the Siskiyou County Board of Education on January 16, 2008 and commenced opening July 1, 2008.

The School is known as Golden Eagle Charter School. The School serves grades Transitional Kindergarten through 12th and has an approximate enrollment of 515 students, in the 2025-2026 school year.

If any proposed provision of the MOU is not consistent with the charter, the School and the SCBE shall collectively agree to modifications of the MOU or of the charter to bring about alignment. If any necessary modifications to the charter are material, the proposed modifications will be submitted to the SCBE for approval.

Future renewal of the charter shall be based on compliance with the terms set forth in this MOU, the charter, applicable requirements of the Education Code ("EC"), and applicable state regulations. The SCBE shall review all materials submitted in accordance with SCBE policy and this MOU, including the continued fiscal viability of the School and its compliance with any annual audit issues. Review of the charter shall also be in accordance with state law, and as described under Section 4.3 of this MOU. The SCBE reserves the right to approve amendments to the charter and/or revoke the charter as specified in EC section 47607.

Governance and Organizational Management

The School is operated as a California Non-Profit Public Benefit Corporation. Pursuant to Education Code section 47604, subdivision (c), the School is a separate legal entity and neither the Siskiyou County Board of Education nor the SCOE are liable for the debts and obligations of the School or for claims arising from the performance of acts, errors, or omissions by the School, provided SCBE and SCOE perform their statutorily mandated oversight responsibilities. The Siskiyou County Board of Education reserves the right to appoint a representative to the

corporation's Governance Council, in accordance with EC section 47604(b). The School will use all apportionment revenue received from state and federal sources only for the educational services specified in the charter and this MOU for the benefit of the students enrolled and attending the School.

Material Revisions to Charter

Changes to the charter deemed to be material revisions may not be made without approval from SCBE. Amendments to the charter considered to be material revisons include, but are not limited to, the following:

- Substantial changes to the educational program (including the addition or deletion of an educational program), mission, or vision.
- Adding a classroom-based program.
- Addition or deletion of grades or grade levels to be served.
- Changes to location of facilities, including school sites, resource centers, meeting space, or other satellite facility including the opening of a new facility. Temporary locations rented for student-teacher meetings or student testing purposes shall be exempted from this provision.
- Admissions requirements and procedures.
- Governance structure, including but not limited to: changes in number of Governance Council members, method by which new Governance Council members are selected, and/or changes in majority/quorum or other provisions relating to resolution approval.

Supervisory Oversight

The SCOE and the School agree that supervisory oversight as used in Education Code sections 47613 and 47604.32 shall include activities related to monitoring the performance and compliance of the School with respect to the terms and conditions of its charter, this MOU and all applicable laws, including at least one visit by SCOE to the School annually. For such supervisory oversight, an amount will be paid by the School pursuant to Education Code section 47613, which will be 1% of the School's general purpose entitlement as defined in Education Code section 47632, subdivision (a). The School and SCOE agree that such amount represents the actual cost of SCOE's supervisory oversight. Payment to the SCOE shall be on an annual basis. SCOE invoices shall not be required to contain itemized documentation of staff time spent on School issues.

The School shall notify the County Superintendent of Schools of any significant changes in the operations or status of the School as soon as practical, but in no event later than thirty (30) days after the School has knowledge of the change or impending change. These changes may be notified by sharing Governance Council Meeting Agenda or Minutes, if appropriate. Significant changes include (but are not limited to):

(a) Any change in contact information, such as phone numbers, fax numbers, etc.;
(b) Any change in School officers and Governance Council members, including the senior employee responsible for School operations (i.e., the School Executive Director); and
(c) Being named as a party in any litigation, including court and administrative proceedings.

The School shall, pursuant to Education Code section 47604.3, promptly provide the SCOE with all requested information and records, including pupil records protected by the Family Educational

Rights and Privacy Act ("FERPA"), or any other information not generally available to the public, to the extent allowable under applicable law. The School and SCOE agree that SCOE is an authorized educational agency for reviewing pupil records from the School.

Annual Audit

In accordance with EC section 47605(m), by December 15th of each year, the School will submit an annual independent financial audit to the State Controller's Office, the SCOE, the Siskiyou County Board of Education, and the California Department of Education. One factor for the School to receive a favorable recommendation for renewal is that, for any findings or exceptions identified in each annual audit, corrective action plans must have been implemented in a timely manner, such that there are no continuing prior year findings or deficiencies that are identified in the following year. The audit must be reviewed and approved by the School's Governance Council.

The audit will be conducted by an auditor from the list approved by the State Controller and be mutually agreeable to the SCOE and the School (such agreement shall not be unreasonable withheld).

In addition to the School's financial statements, the audit will include, as applicable, but not be limited to:

- Contemporaneous records of attendance
- Nonclassroom-based instruction/independent study

Evaluation of the Educational Program/General Operation

The School shall furnish to the SCOE written documentation that addresses evaluation of its educational program and general operation. This documentation shall include:

- GECS Governance Council Agendas, Minutes and Open Session Meeting Documents
- Link to SARC (School Accountability Report Card)
- Annual certification as agreed upon between GECS Executive Director and the SCOE Superintendent of Schools.

The Annual Certification shall be due to the SCOE by December 15th.

The School participates as a local educational agency ("LEA") in the Siskiyou County Special Education Local Plan Area ("SELPA"). Compliance with SELPA policies and practices shall be considered as a factor in renewing the charter.

Fiscal Oversight

1. The School shall be financially self-sufficient and shall operate at no cost to the Siskiyou County Board of Education or the SCOE. The School shall be responsible for all costs associated with the physical and instructional operation of the School.

2. The School, pursuant to Education Code section 47604.33, shall file the following reports with the SCOE:

A. Annual Preliminary Budget – No later than July 1.

B. Interim Reports – On or before December 15 for period ending October 31, and, on or before March 15 for period ending January 31.

C. Unaudited Reports – On or before September 15 for full prior year, including an annual statement of all the School's receipts and expenditures for the preceding fiscal year.

3. The School will maintain all financial reports in the format to facilitate Standardized Account Code Structure ("SACS") software reporting. This will allow for ease of transferring data at year-end to the California Department of Education and uploading it to the SELPA Maintenance of Effort reporting process.

A. As a practice of fiscal solvency, the School shall maintain an economic uncertainty reserve within its budget of 5% of its expenditures.

4. The School, as a direct-funded charter school, shall receive State funding directly. Funding shall be passed to the Siskiyou County Superintendent of Schools for deposit in the School's account with the Siskiyou County Treasurer.

A. The SCOE will transfer monthly apportionments from the Siskiyou County Treasurer to the School's account at Tri-Counties Bank by warrant. A general ledger detail of revenues received will be forwarded to the School for each warrant processed.

B. As a courtesy, the SCOE will deposit warrants in the local branch of the Tri- Counties Bank to avoid delays in mailing.

C. An agreed amount of funds will remain in the Siskiyou County Treasury to cover transfer costs to cover STRS and PERS reporting requirements provided by the SCOE.

D. The School shall be responsible for its cash flow requirements and notify the SCOE on any month the School will be unable to meet its financial obligations due to the lack of cash. The SCOE shall establish guidelines with the Siskiyou County Board of Education for short-term borrowing in the event of any cash flow problems that may occur.

5. The SCOE will monitor the expenditure process within its oversight responsibility.

A. The School will provide the SCOE copies of its check and warrant activity report on a monthly basis. These reports may be accessed on the GECS Governance Council Agendas/Minutes.
B. Upon request, the School will provide the SCOE back-up documents for expenses that could periodically be sampled by SCOE.

6. The School elects to maintain its own accounting system for its financial records and will not purchase business services from the SCOE. As such, the School shall provide financial reports (July Budget, unaudited actuals, audited financials, 1st Interim and 2nd Interim budgets) to its Governance Council and the Siskiyou County Board of Education as the School's authorizing LEA.

7. The School shall maintain its own federal identification number for payroll tax, W-2 and 1099 reporting. The SCOE shall not be responsible for any of these requirements.

8. The School is responsible for and will pay for property, liability, unemployment and workers' compensation insurance and will provide the SCOE with evidence of such coverage upon request and also upon any change to such policies. The limits of the School's policies are set forth in an appendix to the charter, and any changes in those limits must be reported to the SCOE within ten (10) days of such change. The School shall name the SCOE as an additional insured entity on its liability policy. Such policy shall also provide that SCOE shall receive thirty (30) days' prior notice of any cancellation or reduction in such coverage.

9. The School shall maintain legal counsel separate from the Siskiyou County Board of Education and the SCOE, and shall pay for such legal expenses.

10. Attendance for the School shall be consistent with the requirements of the Education Code, and the School shall file the P1, P2, and Annual Attendance reports within the due dates established by the California Department of Education.

11. The School will maintain an adopted comprehensive conflict of interest policy, which warrants that the policy and the School's practices comply with applicable conflict of interest laws. The School shall be subject to the Public Records Act.

12. The School shall be recognized as a separate LEA for all SELPA activities. The Siskiyou County Board of Education and the SCOE shall not be responsible for the School's special education encroachment or other special education costs.

13. The School shall provide the SCOE with any proposed loan repayment plan and must notify the Siskiyou County Board of Education of any loans.

Indemnification Clause

The School shall defend, hold harmless, and indemnify the SCOE, the Siskiyou County Board of Education, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and other representatives from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorneys' fees and costs, and including but not limited to consequential damages, extra expense, death, sickness, or injury to any person(s) or damage to any property, from any cause whatsoever arising from or connected with its services hereunder, that arise out of or result from, in whole or in part, the negligent, wrongful or willful acts or omissions of the School, its employees, agents, subcontractors, independent contractors, consultants or other representatives, with the exception of any liabilities, claims, demands, costs, losses, damages, or expenses caused solely by the action or inaction of the SCOE and/or the SCBE.

Miscellaneous

Each of the parties acknowledges and agrees that this MOU is to be construed as a whole according to its fair meaning and not in favor of nor against any of the parties as drafter or otherwise.

Any action or proceeding by any party to enforce the terms of this MOU shall be brought solely in

the Superior Court of the State of California for the County of Siskiyou.

This MOU shall be governed by and interpreted under the laws of the State of California applicable to instruments, persons, transactions and subject matter that have legal contacts and relationships exclusively within the State of California.

If any provision or any part of this MOU is for any reason held to be invalid and or unenforceable or contrary to public policy, law, or statute and/or ordinance, the remainder of this agreement shall not be affected thereby and shall remain valid and fully enforceable.

In the event of a conflict between the law and the terms of this MOU, the law shall prevail, and any such conflicting terms shall be severed from this MOU and nullified. In the event of a conflict between the charter petition and this MOU, the terms of this MOU shall prevail and shall be deemed an amendment to the charter petition, replacing any conflicting terms therein.

In witness whereof, the School, SCBE, and SCOE have entered into this Agreement as of November 19, 2025.

_____

John Bennett, Board President — Date Signed
Siskiyou County Board of Education

_____

Allan Carver, County Superintendent — Date Signed
Siskiyou County Office of Education

_____

Shelly Blakely, Executive Director — Date Signed
Golden Eagle Charter School

_____

Susan Beals, President — Date Signed
Golden Eagle Charter School Governance Council

Siskiyou County 2025 Williams Visit Annual Report

For the Siskiyou County Board of Education
November 19, 2025

California Education Code Section 1240 requires that the County Superintendent of Schools, or their designee, visit schools identified in the county and report the results of the visit. This report summarizes the visits conducted during the 2025–26 school year to the 12 sites in Siskiyou County identified for Williams Site Visits by the California Department of Education.

The purpose of these visits, as outlined in Education Code 1240, is to ensure the following:

1. Students have access to *sufficient* instructional materials in the four core subject areas—English Language Arts, mathematics, history/social science, and science—and, as appropriate, science laboratory equipment, foreign languages, and health materials.

2. Schools are assessed for facilities maintenance and evaluated for any conditions that pose an emergency or urgent threat to the health or safety of pupils and staff.

3. Schools have provided accurate data on their annual School Accountability Report Card (SARC) related to instructional materials and facilities maintenance.

Under the law, **"sufficient" instructional materials** means every pupil, including English Learners, has a textbook and related instructional materials in the four core areas for both classroom use and to take home to complete homework.
Regarding **facilities**, each school district receiving state funding for facilities maintenance must establish a facilities inspection program and ensure its schools are maintained in **good repair**, meaning they are clean, safe, and functional.

Overview of 2025 Williams Site Visits

In August - September of 2025, the Siskiyou County Office of Education Williams Site Review Team conducted another year of school site visits. Each visit was positive and professional, with a collaborative focus on improving student achievement and ensuring equitable educational opportunities for all students in Siskiyou County.

This report includes a summary of findings from the 12 school sites identified for Williams Act visits.

General Statistics

Of the 26 school districts in Siskiyou County, **twelve districts** have one school identified for review under the Williams Settlement. These reviews include:

- Instructional materials
- Facilities
- Quarterly uniform complaint reports
- Teacher misassignments and vacancies

Teacher Vacancies and Assignment Monitoring

Teacher vacancy and assignment data are reported annually to the California Department of Education (CDE) by districts on census day. These data are processed by CDE and the California Commission on Teacher Credentialing (CTC), then released to County Offices of Education for review.

We have collected and are currently supporting schools in monitoring their 2025–26 intern-educator data. Official statewide results will be released by CTC in early 2026, and the COE will update and monitor again in February 2026.

Instructional Materials Insufficiencies

This portion of the Williams review continues to be the most detailed and complex. With the 2025 site visits completed this fall, I am pleased to report that **all Williams-monitored schools successfully demonstrated sufficiency of instructional materials within the first eight weeks of the 2025–26 school year**.

Facilities Review

Site reviews determined that **the majority of Siskiyou County schools are in overall good repair**. There were **no findings** among the 12 school sites that met the definition of the “emergency repair situations” posing an urgent threat to student or staff health and safety.

Facilities Condition Ratings

Exemplary:
The school meets most or all standards of good repair. Deficiencies, if any, are minimal and impact only a small area.

Good:
The school is maintained in good repair but has several isolated, non-critical deficiencies resulting from minor wear and tear or already in the process of being resolved.

Fair:
The school has notable deficiencies, some of which may be critical or widespread. Additional maintenance or repairs are needed across several areas of the campus.

Poor:
The school facility is in poor condition, with numerous deficiencies requiring major repairs and maintenance throughout the campus.

Quarterly Uniform Complaints

Each quarter, SCOE receives Uniform Complaint Procedure (UCP) reports from Siskiyou County school districts. These reports indicate whether complaints were filed regarding:

- Instructional materials
- Teacher vacancies or misassignments
- Facilities
- Local Control Accountability Plan (LCAP) items

During the 2024–25 school year, **no Williams complaints** were filed.

School Accountability Report Cards (SARCs)

All 12 school SARCs were reviewed for accuracy in reporting two key Williams Settlement components:

- Sufficiency of instructional materials
- Facility conditions

INITIAL PROPOSAL
of the
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
and its
SISKIYOU COUNTY OFFICE OF EDUCATION CHAPTER #611
to the
SISKIYOU COUNTY OFFICE OF EDUCATION
For the
2026-2027 School Year

The California School Employees Association and its Siskiyou County Office of Education Chapter #611 (CSEA) and the Siskiyou County Office of Education (SCOE) are parties to a Collective Bargaining Agreement (CBA) which remains in full effect until a new Agreement is reached. Pursuant to the Educational Employment Relations Act (EERA), the Association wishes to negotiate changes to the existing Agreement and specify a new term.

Articles and Sections may include but not limited to:

Article 6 Organizational Security
CSEA respectfully proposes a change in language to ensure the provision of AB 119 and Government Code 3556-3558 are followed by the parties.

Article 10 Compensation
CSEA respectfully proposes a fair and equitable increase and restructure to the Classified Salary Schedule and an increase to the insurance cap.

Article 11 Hours of Employment and Overtime Compensation
CSEA respectfully proposes language added to address working out of class.

Article 12 Holidays
CSEA respectfully proposes the addition of the Juneteenth Holiday to the list of holidays.

Article 15 Transfers and Posting of Vacancies
CSEA respectfully proposes language changes to the title, removal of discipline from the article and additional language to include Classified Unit in hiring committees.

Article 16 Unit Member Evaluation Procedures
CSEA respectfully proposes change in title and update of the Classified Unit evaluation forms.

Article 23 Completion of Meeting and Negotiating
CSEA respectfully proposes a new term from July 1, 2026 to June 30, 2029

CSEA may propose concepts and specific contract language upon receipt of proposals by the Siskiyou County Office of Education.

Furthermore, CSEA may propose other specific contract language regarding wages, hours and other terms and conditions of employment pursuant to this notice and the negotiations process.

_____ _____

Cameron Chilton, CSEA President Date

Siskiyou County
OFFICE OF EDUCATION
EST. 1857

Allan S. Carver
County Superintendent

Board of Education
John Bennett
Michelle Harris
Stace Jankowski
Michelle O'Gorman
Michael Sims

609 S. Gold Street · Yreka CA 96097 • 530-842-8400 · fax 530-842-8436 • www.siskiyoucoe.net

October 20, 2025

Dear CSEA Negotiations Team,

As per Article 1, Section 1.2, we are to exchange openers for negotiations via email prior to October 31. This serves as notice regarding the articles that the County Superintendent of Schools will open for negotiations for the 2026/2027 school year and for the successor agreement 2026-2029.

The County Superintendent of Schools has an interest in opening the following articles:

Article 7
Article 8
Article 11
Article 13
Article 14
Article 15
Article 16
Article 21

Our negotiation team will include the following individuals:

Barry Barnhart, Deputy Superintendent, Educational Services
Sarah Applegate, Associate Superintendent, Business Services
Jennifer Glueck, Executive Director, Human Resources
Marco Taylor, Associate Superintendent, District Support

We look forward to receiving your opener prior to October 31 as per Article 1 Section 1.2.

Respectfully,

Allan S. Carver
County Superintendent

Board Bylaw 9320: Meetings And Notices Status: ADOPTED

Original Adopted Date: 01/01/2021 | Last Revised Date: 03/01/2024 | Last Reviewed Date: 03/01/2024

Meetings of the County Board of Education are conducted for the purpose of accomplishing County Board business. In accordance with applicable open meeting laws (Brown Act), the County Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, County Board meetings shall provide the opportunity for members of the public to directly address the County Board. All meetings shall be conducted in accordance with law and the County Board's bylaws, policies, and administrative regulations.

A County Board meeting exists whenever a majority of County Board members gather at the same time and location, including teleconference location as permitted by Government Code 54953, to hear, discuss, deliberate, or take action upon any item within the subject matter jurisdiction of the County Board. (Government Code 54952.2)

In accordance with law and as specified in Board Bylaw 9012 - Board Member Electronic Communications, a majority of the County Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, including social media and other electronic communications, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the County Board. (Government Code 54952.2)

However, the County Superintendent of Schools or designee may engage in separate conversations or communications with County Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the County Board, as long as the County Superintendent or designee does not communicate the comments or position of any County Board members to other County Board members. (Government Code 54952.2)

In order to help ensure the participation of individuals with disabilities at County Board meetings, appropriate disability-related accommodations or modifications shall be provided upon request in accordance with the Americans with Disabilities Act. Any doubt about a request for accommodation shall be resolved in favor of accessibility. Notice of the procedure for receiving and resolving such requests for accommodation shall be given in each instance in which notice of the time of a meeting is otherwise given or the agenda for the meeting is otherwise posted. (Government Code 54953, 54953.2, 54954.1, 54954.2)

Regular Meetings

Unless otherwise determined by the County Board, the County Board shall hold one regular meeting(s) each month starting at 2:00 p.m. on the third Wednesday of the month at the Siskiyou County Office of Education at 609 S. Gold Street in Yreka, CA 96097.

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public and on the website of the County Board and/or the county office of education (COE). (Government Code 54954.2)

Consistent with Government Code 54957.5 and Board Bylaw 9322 - Agenda/Meeting Materials, whenever agenda materials relating to an open session of a regular meeting are distributed to the County Board less than 72 hours before the meeting, the secretary to the County Board or the secretary's designee shall make the materials available for public inspection at a public office or location designated for that purpose. The records shall be posted on the COE website at the time the materials are distributed to all or a majority of the County Board if distributed outside of business hours.

Special Meetings

Special meetings of the County Board may be called at any time by the presiding officer or a majority of County Board members on any topic within the subject matter jurisdiction of the County Board unless otherwise prohibited by law or as specified in BB 9323.2 - Actions by the Board. (Government Code 54956)

At least 24 hours before the time of the meeting, written notice of special meetings shall be delivered personally or by any other means to all County Board members and the local media who have requested such notice in writing. The notice also shall be posted on the County Board's and/or COE's website, and, at least 24 hours before the time of the meeting, in a location freely accessible to the public. The notice shall specify the time and location of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Government Code 54956)

Any County Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the secretary of the County Board or by being present at the meeting at the time it convenes. (Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the County Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)

Emergency Meetings

In the case of an emergency situation for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the County Board may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code 54956. (Government Code 54956.5)

The County Board may meet in closed session during emergency meetings so long as two-thirds of the members present at the meeting agree or, if less than two-thirds of the members are present, by unanimous vote of the members present. (Government Code 54956.5)

The County Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

Except in the case of a dire emergency, the County Board president or designee shall give notice of

the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification shall be exhausted. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the County Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the County Board. In the case of a dire emergency, the County Board president or designee shall give such notice at or near the time notification is given to the other members of the County Board. (Government Code 54956.5)

The minutes of the meeting, a list of persons the County Board president or designee notified or attempted to notify, a copy of the rollcall vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

An *emergency* means a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the County Board. (Government Code 54956.5)

A *dire emergency* means a crippling disaster, mass destruction, terrorist act, or threatened terrorist activity that poses peril so immediate and significant that requiring the County Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the County Board. (Government Code 54956.5)

Adjourned/Continued Meetings

The County Board may adjourn/continue any regular or special meeting to a later time and location that shall be specified in the order of adjournment. Less than a quorum of the County Board may adjourn/continue such a meeting. If no County Board members are present, the secretary or the clerk may declare the meeting adjourned/continued to a later time and location and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment/continuance, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the location where the meeting was held. (Government Code 54955)

Study Sessions, Retreats, Public Forums, and Discussion Meetings

The County Board may convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public. The County Board may also convene a retreat or discussion meeting to discuss County Board roles and relationships. Any such meeting, regardless of title or topic, shall be held as a regular or special meeting, as appropriate, and shall comply with all other requirements for regular or special meetings. (Government Code 54956)

Other Gatherings

Attendance by a majority of County Board members at any of the following events is not subject to the Brown Act provided that a majority of the County Board members do not discuss specific County Board business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to county board members

2. An open, publicized meeting organized by a person or organization other than the County Board or COE to address a topic of local community concern

3. An open and noticed meeting of another body of the COE

4. An open and noticed meeting of a legislative body of another local agency

5. A purely social or ceremonial occasion

6. An open and noticed meeting of a standing committee of the County Board established pursuant to Board Bylaw 9130 - Board Committees, provided that the County Board members who are not members of the standing committee attend only as observers

Individual contacts or conversations between a County Board member and any other person that are not part of a series of communications prohibited by the Brown Act are permitted. (Government Code 54952.2)

Location of Meetings

Unless the County Board is holding a teleconference meeting during a proclaimed state of emergency, all meetings shall be held within COE boundaries, except to do any of the following: (Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the COE is a party

2. Inspect real or personal property which cannot conveniently be brought into the county, provided that the topic of the meeting is limited to items directly related to the property

3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law

4. Meet in the closest meeting facility if the COE has no meeting facility within its boundaries or if its principal office is located outside the county

5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the COE over which the state or federal officials have jurisdiction

6. Meet in or near a facility owned by the COE but located outside the county, provided the meeting agenda is limited to items directly related to that facility

7. Visit the office of the County Board's legal counsel for a closed session on pending litigation, when doing so would reduce legal fees or costs

   All meetings, regardless of location shall comply with the applicable notice and open meeting requirements. Additionally, no such meeting may be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135, which is inaccessible to individuals with disabilities, or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

If a fire, flood, earthquake, or other emergency renders the posted regular or special meeting location unsafe and the deadline for posting the location has passed, the meeting shall be held at a location designated by the County Board president or designee, who shall so inform all news media who have requested notice of meetings pursuant to Government Code 54956 by the most rapid available means of communication.

Traditional Teleconferencing

A County Board member may participate in any meeting by teleconference, which includes both audio or video/audio so long as the following conditions are met (Government Code 54953):

1. All votes taken during the meeting are by rollcall

2. The meeting is conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the legislative body of a local agency

3. The location of the County Board member participating by teleconference is open and accessible to the public during the meeting, except during closed session, such that members of the public may observe in person the County Board member participating by teleconference, may hear/listen to the meeting to the same extent as the County Board member participating by teleconference, and may make public comment during the same portion of the agenda as others members of the public from the same location as the County Board member participating by teleconference

4. The location of the County Board member participating by teleconference is noted in the agenda and the agenda is posted at the location of the County Board member participating by teleconference in advance of the meeting as statutorily required based on the type of meeting

5. At least a quorum of the members is within the COE boundaries

Teleconferencing by Individual County Board Member Due to Just Cause

Until January 1, 2026, when there is "just cause" preventing a County Board member from attending a County Board meeting in person, that County Board member may participate in that meeting by teleconference without: (Government Code 54953):

1. Including the location of the County Board member participating by teleconference in the agenda

2. Making the location of the County Board member participating by teleconference open and accessible to the public

3. Posting the agenda at the location of the County Board member participating by teleconference

A County Board member needing to participate by teleconference for just cause shall notify the County Board at the earliest possible opportunity, including at the start of a regular meeting, of the need to do so and include a general description of the circumstances relating to the need to appear by teleconference at the given meeting. (Government Code 54953)

For the County Board member to participate by teleconference under this section, all of the following are required (Government Code 54953):

1. All votes taken during the meeting are by rollcall

2. At least a quorum of the County Board participates in person from a singular physical location clearly identified on the agenda

3. The County Board member utilizes both audio and visual technology to participate in the meeting

4. The County Board member participating by teleconference publicly discloses, before any action is taken, whether any individuals 18 years of age or older are present at the County Board member's location and the general nature of the member's relationship with each such individual

5. The public is able to access the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with real-time public comment being allowed via the platform or service, in addition to public comment being available in person

   The platform or service may require members of the public to register in order to make public comments so long as the platform or service is not controlled by the COE.

6. The agenda for the meeting includes information describing how members of the public can access the platform or service

If the platform or service is disrupted such that the public cannot access the meeting or give real-time public comment, the meeting may continue but the County Board may not take action on any agenda item until the disruption is resolved. (Government Code 54953)

A County Board member shall be permitted to participate by teleconference for just cause for no more than two meetings per calendar year. (Government Code 54953)

For purposes of this section, "just cause" may exist for any of the following: (Government Code 54953)

1. A childcare or caregiving need of a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner that requires a County Board member to participate remotely

2. A contagious illness prevents a County Board member from attending in person

3. A County Board member has a need related to a physical or mental disability not otherwise reasonably accommodated

4. A County Board member is traveling while on official business of the County Board or another state or local agency

Teleconferencing by Individual County Board Member Due to Emergency Circumstances

Until January 1, 2026, when a physical or family medical emergency would prevent a County Board member from attending a County Board meeting in person, that County Board member may request to participate in such meeting by teleconference. The County Board member requesting to

appear remotely shall submit the request as soon as possible and include a concise general description of the emergency that necessitated the request. The County Board member shall not be required to disclose any disability, medical diagnosis, or personal medical information exempt under existing law. (Government Code 54953)

If the request is received timely, it shall be added to the agenda as the first item of business at the meeting, even before any closed session items. If the request is not received timely, it shall be taken up by the County Board before the first item of business at the meeting. The request shall only be granted upon a vote by the majority of the County Board. (Government Code 54953, 54954.2)

If the request is granted by the County Board, the County Board member may participate by teleconference without: (Government Code 54953):

1. Including the location of the County Board member participating by teleconference in the agenda

2. Making the location of the County Board member participating by teleconference open and accessible to the public

3. Posting the agenda at the location of the County Board member participating by teleconference

For the County Board member to participate by teleconference due to emergency circumstances, all of the following are required: (Government Code 54953):

1. All votes taken during the meeting are by rollcall

2. At least a quorum of the County Board participates in person from a singular physical location clearly identified on the agenda

3. The County Board member participating by teleconference utilizes both audio and visual technology to participate in the meeting

4. The County Board member participating by teleconference publicly discloses, before any action is taken, whether any individuals 18 years of age or older are present at the County Board member's location and the general nature of the member's relationship with each such individual

5. The public is able to access the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with real-time public comment being allowed via the platform or service, in addition to public comment being available in person

   The platform or service may require members of the public to register in order to make public comments so long as the platform or service is not controlled by the COE.

6. The agenda for the meeting includes information describing how members of the public can access the platform or service

If the platform or service is disrupted such that the public cannot access the meeting or give real-time public comment, the meeting may continue but the County Board shall not take action on any agenda item until the disruption is resolved. (Government Code 54953)

In total, a County Board member may not participate by teleconference due to emergency circumstances alone, or together with teleconference due to just cause, as specified above, for more than 20 percent of the County Board's regular meetings or for more than three consecutive months. If the County Board meets less than 10 times in a calendar year, a County Board member may not appear remotely due to emergency circumstances for more than two meetings. (Government Code 54953)

Teleconference Meetings During a Proclaimed State of Emergency

The County Board may conduct a County Board meeting entirely by teleconference during a proclaimed state of emergency pursuant to Government Code 8625-8629 in any of the following circumstances: (Government Code 54953)

1. For the purpose of determining whether meeting in person would present imminent risks to the health or safety of attendees due to the emergency

2. When the County Board has been determined, pursuant to Item #1 above, that meeting in person would present imminent risks to the health or safety of attendees due to the emergency

The County Board may hold a meeting by teleconference during a proclaimed state of emergency without: (Government Code 54953):

1. Including the location of County Board members in the agenda

2. Making the locations of County Board members open and accessible to the public

3. Posting the agenda at the locations of County Board members

For the County Board to hold such meeting, all of the following are required: (Government Code 54953):

1. All votes taken during the meeting are by rollcall

2. The public is able to access the meeting via a call-in service or an internet-based platform or service, with real-time public comment being allowed via the platform or service

   If an internet-based platform or service is utilized, it may require members of the public to register in order to make public comments so long as the platform or service is not controlled by the COE.

3. The agenda for the meeting includes information describing how members of the public can access the platform or service

If the platform or service is disrupted such that the public cannot access the meeting or give real-time public comment, the meeting may continue but the County Board may not take action on any agenda item until the disruption is resolved. (Government Code 54953)

For any public comment period with a time limit, the County Board may not close that public comment period or the opportunity to register until the full time for public comment has elapsed. For any other public comment period, the County Board shall allow a reasonable amount of time to allow members of the public to provide public comment and to register to do so. (Government

Code 54953)

The County Board may continue to conduct all meetings by teleconference throughout one or more 45-day periods so long as, prior to the beginning of each 45-day period, the County Board has reconsidered the circumstances of the state of emergency and determines that it continues to directly impact the ability of the County Board to meet safely in person. (Government Code 54953)

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Federal	Description
28 CFR 35.160	Effective communications
28 CFR 36.303	Auxiliary aids and services
42 USC 12101-12213	Equal opportunity for individuals with disabilities
Management Resources	**Description**
Attorney General Opinion	78 Ops.Cal.Atty.Gen. 327 (1995)
Attorney General Opinion	88 Ops.Cal.Atty.Gen. 218 (2005)
Attorney General Opinion	84 Ops.Cal.Atty.Gen. 30 (2001)
Attorney General Opinion	84 Ops.Cal.Atty.Gen. 181 (2001)
Attorney General Opinion	79 Ops.Cal.Atty.Gen. 69 (1996)
Court Decision	Wolfe v. City of Fremont (2006) 144 Cal.App. 4th 533
CSBA Publication	The Brown Act: School Boards and Open Meeting Laws, rev. 2014
Institute for Local Government Publication	The ABCs of Open Government Laws
League of California Cities Publication	Open and Public IV: A Guide to the Ralph M. Brown Act 2nd Edition, rev. July 2010
Website	League of California Cities
Website	Institute for Local Government
Website	CSBA
Website	California Attorney General's Office
State	**Description**
Ed. Code 1012	Special meetings
Ed. Code 35140	Time and place of meetings
Ed. Code 35143	Annual organizational meetings; date and notice
Ed. Code 35144	Special meeting
Ed. Code 35145	Public meetings

Ed. Code 35145.5	Agenda; public participation and regulations
Ed. Code 35146	Closed sessions; student matters
Ed. Code 35147	Open meeting laws exceptions
Gov. Code 11135	Unlawful discrimination
Gov. Code 3511.1	Local agency executives
Gov. Code 54950-54963	The Ralph M. Brown Act
Gov. Code 54953	Meetings to be open and public; teleconferencing
Gov. Code 54954	Time and place of regular meetings
Gov. Code 54954.2	Agenda posting requirements; board actions
Gov. Code 54956	Special meetings
Gov. Code 54956.5	Emergency meetings
Gov. Code 7920.000-7930.215	California Public Records Act

Cross References

Code	Description
0410	Nondiscrimination In County Office Programs And Activities
0420.44	Appeals Of District Decisions Regarding Charter Schools
9012	Board Member Electronic Communications
9100	Organization
9121	President
9230	Orientation
9240	Board Training
9321	Closed Session
9321	Closed Session
9321	Closed Session
9322	Agenda/ Meeting Materials
9323.2	Actions By The Board
9323.2	Actions By The Board
9324	Minutes And Recordings
9500	County Superintendent's Remuneration

Board Bylaw 9323.2: Actions By The Board

Status: ADOPTED

Original Adopted Date: 08/01/2020 | **Last Revised Date:** 03/01/2024 | **Last Reviewed Date:** 03/01/2024

The County Board of Education shall take action by a majority vote of all of the membership constituting the County Board, unless otherwise required by law.

An "action" by the County Board means: (Government Code 54952.6)

1. A collective decision by a majority of the County Board members
2. A collective commitment or promise by a majority of the County Board members to make a positive or negative decision
3. A vote by a majority of the County Board members when sitting as the County Board upon a motion, proposal, resolution, order, or ordinance

The County Board shall not take action by secret ballot, whether preliminary or final. (Government Code 54953)

Actions taken by the County Board in open session shall be recorded in the County Board minutes. (Education Code 1015)

Action on Non-Agenda Items

The County Board may take action on a subject not appearing on the posted meeting agenda only after publicly identifying the item and if any one of the following conditions are met: (Government Code 54954.2)

1. When a majority of the County Board determines that an emergency situation exists, as defined for emergency meetings pursuant to Government Code 54956.5
2. When two-thirds of the members present, or if less than two-thirds of the members are present then by a unanimous vote of all members present, determine that the need to take immediate action came to the County Board's attention after the agenda was posted
3. When an item appeared on the agenda of, and was continued from, a meeting that occurred not more than five days earlier
4. Until December 31, 2025, when a County Board member requests to participate remotely due to emergency circumstances pursuant to Government Code 54953 so long as the timing of the request did not allow for sufficient time to place it on the agenda

Challenging Board Actions

Before seeking to file a civil action to stop or prevent a Brown Act violation or to invalidate a prior action taken by the County Board, the district attorney's office or interested person shall first present a demand to "cure and correct" the alleged violation to the county office of education (COE). If the COE receives a proper demand from the district attorney's office or any interested person to "cure and correct" an alleged violation of the Brown Act, the County Board shall consult with legal counsel on if and how to respond as provided by law. (Government Code 54960-54960.5)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Management Resources References	Description
Attorney General Publication	The Brown Act: Open Meetings for Legislative Bodies, rev. 2003
Court Decision	Boyle v. City of Redondo Beach (1999) 70 Cal.App.4th 1109

Court Decision	McKee v. Orange Unified School District (2003) 110 Cal.App.4th 1310
Court Decision	Los Angeles Times Communications LLC v. Los Angeles County Board of Supervisors (2003) 112 Cal.App.4th 1313
Court Decision	Bell v. Vista Unified School District (2000) 82 Cal.App. 4th 672
CSBA Publication	The Brown Act: School Boards and Open Meeting Laws, rev. 2014
League of California Cities Publication	Open and Public IV: A Guide to the Ralph M. Brown Act Supplement, September 2013
League of California Cities Publication	Open and Public IV: A Guide to the Ralph M. Brown Act 2nd Edition, rev. July 2010
Website	Institute for Local Government
Website	CSBA
Website	California Office of the Attorney General

State References	**Description**
Code of Civil Procedure 1245.240	Eminent domain vote requirements
Code of Civil Procedure 1245.245	Eminent domain; resolution adopting different use
Ed. Code 1000	County boards consist of five or seven members
Ed. Code 1015	Recording votes
Ed. Code 1042	Authorization to hold and convey real property
Ed. Code 1047	Eminent domain
Ed. Code 17466	Declaration of intent to sell or lease real property
Ed. Code 17481	Lease of property with residence for nondistrict purposes
Ed. Code 17556-17561	Dedication of real property
Gov. Code 53790-53792	Exceeding the budget
Gov. Code 53820-53833	Temporary borrowing
Gov. Code 53850-53858	Temporary borrowing
Gov. Code 54230.5	Disposal of surplus land and receipt of notice of violation
Gov. Code 54230.7	Disposal of surplus land and receipt of notice of violation
Gov. Code 54950-54963	The Ralph M. Brown Act
Gov. Code 54952.6	Action taken; definition
Gov. Code 54953	Meetings to be open and public; attendance; prohibition against secret ballots
Gov. Code 54960-54960.5	Actions to prevent violations
Gov. Code 65352.2	Coordination with planning agency
Pub. Cont. Code 22000-22045	Uniform Construction Cost Accounting Procedures
Pub. Cont. Code 22034	Uniform Public Construction Cost Accounting Act informal bidding ordinance
Pub. Cont. Code 22035	Repair or replacement of facilities in case of emergency
Pub. Cont. Code 22050	Emergency contracting procedures
Pub. Cont. Code 3400	Bid specifications

Cross References	**Description**
9000	Role Of The Board
9000-E(1)	Role Of The Board

9005	Governance Standards
9012	Board Member Electronic Communications
9200	Limits Of Board Member Authority
9320	Meetings And Notices
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session
9324	Minutes And Recordings

Exhibit 9323.2-E(1): Actions By The Board Status: ADOPTED

Original Adopted Date: 03/01/2024 | Last Reviewed Date: 03/01/2024

RESTRICTIONS ON COUNTY BOARD ACTIONS

This exhibit is a non-exhaustive list of actions by the County Board of Education that require more than a majority vote as well as restrictions and prohibitions on when the County Board may take certain actions. Other such actions may exist and may be identified in the future.

Actions Requiring a Two-Thirds Vote of the Membership of the County Board

1. Request for temporary borrowing of funds needed for immediate requirements of the county office of education (COE) to pay its obligations incurred before the receipt of COE income for the fiscal year sufficient to meet the payment(s) (Government Code 53821)

2. Resolution of necessity to proceed with an eminent domain action and, if the County Board subsequently desires to use the property for a different use than stated in the resolution of necessity, a subsequent resolution so authorizing the different use (Education Code 1047, 1080; Code of Civil Procedure 1245.240, 1245.245)

Actions Requiring a Two-Thirds Vote of the County Board Members Present at the Meeting

1. Determination that there is a need to take immediate action and that the need for action came to the County Board's attention after the posting of the agenda. If less than two-thirds of the County Board members are present at the meeting, a unanimous vote of all members present is required. (Government Code 54954.2)

2. Determination that a closed session is necessary during an emergency meeting. If less than two-thirds of the County Board members are present, a unanimous vote of all members present is required. (Government Code 54956.5)

Actions Requiring a Four-Fifths Vote of the Membership of the County Board

1. Resolution for COE borrowing based on issuance of notes, tax anticipation warrants, or other evidences of indebtedness, in an amount up to 50 percent of the COE's estimated income and revenue for the fiscal year or the portion not yet collected at the time of the borrowing (Government Code 53822, 53824)

2. Resolution for COE borrowing, between July 15 and August 30 of any fiscal year, of up to 25 percent of the estimated income and revenue to be received by the COE during that fiscal year from apportionments based on average daily attendance for the preceding school year (Government Code 53823, 53824)

3. Declaration of an emergency in order to authorize the COE to include a particular brand name or product in a bid specification (Public Contract Code 3400)

4. When the COE has adopted the procedures set forth in Uniform Public Construction Cost Accounting Act (UPCCAA), action to respond to an emergency facilities condition without giving notice for bids to award contracts, including the repair or replacement of COE facilities, the taking of any other action that is directly related to and immediately required by that emergency, the procurement of the necessary equipment, services, and supplies for those purposes, the delegation of authority to the County Superintendent of Schools or designee to take such action, and the determination during a regular County Board meeting of the need to continue the action (Public Contract Code 22035, 22050)

5. Resolution to award a contract for a public works project at $212,500 or less to the lowest responsible bidder, when the COE is using the informal process authorized under the UPCCAA for projects of $200,000 or less, all bids received are in excess of $200,000, and the County Board determines that the COE's cost estimate was reasonable (Public Contract Code 22034)

Actions Requiring a Four-Fifths Vote of the County Board Members Present at the Meeting

1. Approval of the expenditure and transfer of necessary funds and use of COE property or personnel to meet a national or local emergency created by war, military, naval, or air attack, or sabotage, or to provide for adequate national or local defense (Government Code 53790-53792)

Prohibitions on Certain County Board Actions

1. When the County Board is disposing of surplus land and has received a notification from the Department of Housing and Community Development pursuant to Government Code 54230.5 with regard to the surplus land, final action to ratify or approve the proposed disposal of surplus land unless the County Board holds an open and public meeting in compliance with Government Code 54230.7 to review and consider the substance of the notice

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Management Resources	Description
Attorney General Publication	The Brown Act: Open Meetings for Legislative Bodies, rev. 2003
Court Decision	Boyle v. City of Redondo Beach (1999) 70 Cal.App.4th 1109
Court Decision	McKee v. Orange Unified School District (2003) 110 Cal.App.4th 1310
Court Decision	Los Angeles Times Communications LLC v. Los Angeles County Board of Supervisors (2003) 112 Cal.App.4th 1313
Court Decision	Bell v. Vista Unified School District (2000) 82 Cal.App. 4th 672
CSBA Publication	The Brown Act: School Boards and Open Meeting Laws, rev. 2014
League of California Cities Publication	Open and Public IV: A Guide to the Ralph M. Brown Act Supplement, September 2013
League of California Cities Publication	Open and Public IV: A Guide to the Ralph M. Brown Act 2nd Edition, rev. July 2010
Website	Institute for Local Government
Website	CSBA
Website	California Office of the Attorney General

State	Description
Code of Civil Procedure 1245.240	Eminent domain vote requirements
Code of Civil Procedure 1245.245	Eminent domain; resolution adopting different use
Ed. Code 1000	County boards consist of five or seven members
Ed. Code 1015	Recording votes
Ed. Code 1042	Authorization to hold and convey real property
Ed. Code 1047	Eminent domain
Ed. Code 17466	Declaration of intent to sell or lease real property
Ed. Code 17481	Lease of property with residence for nondistrict purposes
Ed. Code 17556-17561	Dedication of real property
Gov. Code 53790-53792	Exceeding the budget
Gov. Code 53820-53833	Temporary borrowing
Gov. Code 53850-53858	Temporary borrowing

Gov. Code 54230.5	Disposal of surplus land and receipt of notice of violation
Gov. Code 54230.7	Disposal of surplus land and receipt of notice of violation
Gov. Code 54950-54963	The Ralph M. Brown Act
Gov. Code 54952.6	Action taken; definition
Gov. Code 54953	Meetings to be open and public; attendance; prohibition against secret ballots
Gov. Code 54960-54960.5	Actions to prevent violations
Gov. Code 65352.2	Coordination with planning agency
Pub. Cont. Code 22000-22045	Uniform Construction Cost Accounting Procedures
Pub. Cont. Code 22034	Uniform Public Construction Cost Accounting Act informal bidding ordinance
Pub. Cont. Code 22035	Repair or replacement of facilities in case of emergency
Pub. Cont. Code 22050	Emergency contracting procedures
Pub. Cont. Code 3400	Bid specifications

Cross References

Code	Description
9000	Role Of The Board
9000	Role Of The Board
9005	Governance Standards
9012	Board Member Electronic Communications
9200	Limits Of Board Member Authority
9320	Meetings And Notices
9321	Closed Session
9321	Closed Session
9321	Closed Session
9324	Minutes And Recordings

Board Bylaw 9220: Governing Board Elections Status: ADOPTED

Original Adopted Date: 07/01/2019 | Last Revised Date: 06/01/2024 | Last Reviewed Date: 06/01/2024

The County Board of Education shall consist 7 members whose terms shall be staggered as determined by the county committee on school district organization. (Education Code 1000, 1007)

Board Member Qualifications

Other than the County Superintendent of Schools, a member of the county office of education (COE) staff, or an employee of a school district that is within the jurisdiction of the County Board, any registered voter is eligible to be a member of the County Board if that person is an elector of the trustee area to be represented and is not legally disqualified from holding civil office. (Education Code 1000, 1006)

A person is not eligible to be a member of the Board if they have been convicted of an offense(s) as specified in law and the accompanying Exhibit, except when the person has been granted a pardon in accordance with law.

The County Board encourages all candidates to become knowledgeable about the role of County Board members. A County Board candidate shall be provided, upon request by the candidate, information that will enable them to understand the responsibilities and expectations of being a County Board member, including information regarding available workshops, seminars, and/or training. Additionally, the candidate shall be provided, upon request by the candidate, the county election official's contact information and general information about school programs, COE operations, and County Board responsibilities.

Recalling a County Board Member

A County Board member may be recalled as permitted by Elections Code 11000-11386. To commence a recall of a County Board member, proponents shall serve, file, and publish or post a notice of intention to circulate the recall petition as specified by law and any applicable county elections official directives. Additionally, the recall petition shall be in the format provided by the Secretary of State.

Within 14 days after the County Board meeting at which a certificate of sufficiency of signatures on a recall petition is received from the county elections official, the County Board shall order an election to be held to determine whether the County Board member named in the petition shall be recalled. The election shall be held not less than 88, nor more than 125, days after the date that the Board orders the election. However, the election may be conducted within 180 days after the issuance of the Board's order to consolidate the election with a regularly scheduled election. (Elections Code 11240-11242)

A recall election of a County Board member shall be conducted in accordance with Elections Code 11381-11386.

If a recall of a County Board member is successful, that County Board member's seat becomes vacant and shall be filled in accordance with Education Code 5090-95 and Board Bylaw 9223 - Filling Vacancies. (Education Code 1008)

Election Date

The election of County Board members shall be consolidated with the local municipal or statewide primary or general election in accordance with a County Board resolution approved by the County Board of Supervisors. (Elections Code 1302, 10404.5)

However, if a regularly scheduled County Board election held other than on a statewide election date results in a decrease in local voter turnout of 25 percent or more compared to the average local turnout for the previous four statewide general elections, the County Board shall take action to consolidate County Board elections with statewide elections in accordance with Elections Code 14051-14052.

Commencement of Term of Office

For each election, upon certification by the County Board of Supervisors, the Board shall declare who has been elected to the Board in accordance with law. (Election Code 15400)

A County Board member whose term has expired shall continue to discharge the duties of the office until a successor has qualified by taking the oath of office. (Government Code 1302, 1360)

The term of office for County Board members elected in regular elections shall be four years, commencing on the second Friday in December following their election. (Education Code 1007, 5017)

Campaign Conduct

All candidates, including current County Board members running as incumbents, shall abide by local, state, and federal requirements regarding campaign donations, funding, and expenditures.

A County Board candidate shall not expend, and a candidate shall not accept, any public money for the purpose of seeking elective office. However, the County Board may establish a dedicated fund for those seeking election to the County Board, provided that the funds are available to all candidates who are qualified without regard to incumbency or political preference. (Government Code 85300)

In order to help protect the public's trust in the electoral process as well as the public's confidence in the County Board and the COE, the County Board encourages all candidates to sign and adhere to the principles in the Code of Fair Campaign Practices pursuant to Elections Code 20440.

Statement of Qualifications

On the 125th day prior to the day fixed for the general election, the County Board secretary or designee shall deliver a notice, bearing the secretary's signature and seal, to the county elections official describing both of the following: (Elections Code 10509)

1. The elective offices of the County Board to be filled at the general election and which offices, if any, are for the balance of an unexpired term

2. Whether the County Board or the candidate is to pay for the publication of a statement of qualifications pursuant to Elections Code 13307

Candidates for the County Board may submit a candidate statement to the elections official for inclusion in the voter's pamphlet. Candidate statements shall be limited to no more than 200 words. (Elections Code 13307)

When the elections official allows for the electronic distribution of candidate statements, a candidate for the County Board may, in addition to or instead of submitting a candidate statement for inclusion in the mailed voter's pamphlet, prepare and submit a candidate statement for electronic distribution.

The County Board shall assume no part of the cost of printing, handling, translating, mailing, or electronically distributing candidate statements filed pursuant to Elections Code 13307. As a condition of having candidate statements included in the voter's pamphlet, the County Board may require candidates to pay their estimated pro rata share of these costs to the County Board in advance pursuant to Elections Code 13307.

Tie Votes in County Board Member Elections

Whenever the County Superintendent certifies to the County Board that there is a tie vote such that it is impossible to determine which of two or more candidates has been elected to the County Board, the County Board shall immediately notify the candidates who received the tie votes of the time and place where the candidates or their representatives should appear before the County Board. At that time and place the County Board shall determine the winner by lot. (Education Code 1007, 5016)

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Federal	Description
52 USC 10301-10508	Voting Rights Act

Management Resources	Description
Attorney General Opinion	105 Ops.Cal.Atty.Gen. 182 (2022)

Attorney General Opinion	85 Ops.Cal.Atty.Gen. 49 (2002)
Attorney General Opinion	83 Ops.Cal.Atty.Gen. 181 (2000)
Attorney General Opinion	81 Ops.Cal.Atty.Gen. 98 (1998)
Attorney General Opinion	69 Ops.Cal.Atty.Gen. 290 (1986)
Court Decision	Sanchez v. City of Modesto, (2006) 145 Cal. App. 4th 660
Court Decision	Rey v. Madera Unified School District, (2012) 203 Cal. App. 4th 1223
Court Decision	Randall v. Sorrell, (2006) 126 S.Ct. 2479
Court Decision	Dusch v. Davis, (1967) 387 U.S. 112
CSBA Publication	Legal Alert on the Impact of Senate Bill No. 415 on School Board Elections, January 2017
Website	Institute for Local Government
Website	Fair Political Practices Commission
Website	CSBA
Website	California Secretary of State's Office
State	Description
CA Constitution Article 2, Section 2	Voters; qualifications
CA Constitution Article 7, Section 7	Conflicting offices
CA Constitution Article 7, Section 8	Disqualification from office
Ed. Code 1006	Prohibition against school district employees serving on county board of education
Ed. Code 1008	County board of education vacancy procedures
Ed. Code 35107	School district employees
Ed. Code 35177	Campaign expenditures or contributions
Ed. Code 35239	Compensation of governing board member of districts with less than 70 ADA
Ed. Code 5000-5033	Election of school district board members
Ed. Code 5220-5231	Elections
Ed. Code 5300-5304	General provisions; conduct of elections
Ed. Code 5320-5329	Order and call of elections
Ed. Code 5340-5345	Consolidation of elections
Ed. Code 5360-5363	Election notice
Ed. Code 5380	Compensation; election officer
Ed. Code 5390	Qualifications of voters
Ed. Code 5420-5426	Cost of elections

Ed. Code 5440-5442	Miscellaneous provisions
Ed. Code 7054	Use of district property; campaign purposes
Elec. Code 10010	District boundaries
Elec. Code 10400-10418	Consolidation of elections
Elec. Code 10509	Notice of election by secretary
Elec. Code 10600-10604	School district elections
Elec. Code 11000	Recall of officers
Elec. Code 1302	Local elections; school district election
Elec. Code 13307	Candidate's statement
Elec. Code 13308	Candidate's statement contents
Elec. Code 13309	Candidate's statement; indigence
Elec. Code 14025-14032	California Voting Rights Act
Elec. Code 14050-14057	California Voter Participation Rights Act
Elec. Code 15400	Announcement of election results
Elec. Code 18501	Election fraud
Elec. Code 20	Public office eligibility
Elec. Code 20440	Code of Fair Campaign Practices
Elec. Code 21100-21180	FAIR MAPS Act
Elec. Code 2201	Grounds for cancellation
Elec. Code 4000-4008	Elections conducted wholly by mail
Gov. Code 1021	Conviction of crime
Gov. Code 1097	Illegal participation in public contract
Gov. Code 12940	Unlawful discriminatory employment practices
Gov. Code 1360	Necessity of taking constitutional oath
Gov. Code 1770	Vacancy of office
Gov. Code 81000-91014	Political Reform Act of 1974
Gov. Code 9055	Committing crimes against legislative power
Gov. Code 9412	Refusing to appear
Pen. Code 165	Bribes to members of city council
Pen. Code 2772	Interfering with the work of prisoners
Pen. Code 2790	Interrupting the work of prisoners
Pen. Code 424	Embezzlement and falsification of accounts by public officers
Pen. Code 661	Removal for neglect or violation of official duty

Pen. Code 67	Giving bribes
Pen. Code 68	Receiving bribes
Pen. Code 74	Acceptance of gratuity
Pen. Code 88	Crimes against legislative power
Pen. Code 98	Crimes against public justice

Cross References

Code	Description
9100	Organization
9223	Filling Vacancies
9230	Orientation

Board Bylaw 9223: Filling Vacancies

Status: ADOPTED

Original Adopted Date: 01/01/2016 | **Last Revised Date:** 06/01/2024 | **Last Reviewed Date:** 06/01/2024

Events Causing a Vacancy

A vacancy on the County Board of Education may arise from any of the following events:

1. The death of an incumbent (Government Code 1770)

2. The adjudication pursuant to a quo warranto proceeding declaring that an incumbent is physically or mentally incapacitated due to disease, illness, or accident and that there is reasonable cause to believe that the incumbent will not be able to perform the duties of office for the remainder of the term (Government Code 1770)

3. A County Board member's resignation in accordance with Board Bylaw 9222 - Resignation (Government Code 1770)

4. A County Board member's removal from office by recall (Elections Code 11000-11386; Government Code 1770)

5. A County Board member's ceasing to inhabit the trustee area represented by the County Board member (Government Code 1770)

6. A County Board member's absence from the state for more than 60 days, except in the following situations: (Government Code 1064, 1770)

    a. Upon County Board business with the approval of the County Board

    b. With the consent of the County Board, for an additional period not to exceed a total absence of 90 days or, in the case of illness or other urgent necessity and upon a proper showing thereof, for more than 90 days

    c. For federal military deployment, not to exceed an absence of a total of six months, as a member of the armed forces of the United States or the California National Guard

    If the absence of the County Board member for this purpose exceeds six months, the County Board may approve an additional six-month absence upon a showing that there is a reasonable expectation that the member will return within the second six-month period, and the County Board may appoint an interim member to serve during the absence. If two or more members of the County Board are absent by reason of these circumstances, and those absences result in the inability to establish a quorum at a regular meeting, the County Board may immediately appoint one or more interim members as necessary to enable the County Board to conduct business and discharge its responsibilities. The term of an interim member appointed in these circumstances shall not extend beyond the return of the absent County Board member or beyond the next regularly scheduled election for that office, whichever occurs first.

7. A County Board member's ceasing to discharge the duties of the office for the period of three consecutive months, except when prevented by sickness or when absent from the state with the permission required by law (Government Code 1770)

8. A County Board member's conviction of a felony or any offense involving a violation of official duties or conviction of a designated crime resulting in a forfeiture of office (Government Code 1770, 3000-3003)

9. A County Board member's refusal or neglect to file the required oath within the time prescribed (Government Code 1770)

10. The decision of a competent tribunal declaring void a County Board member's election or appointment (Government Code 1770)

11. A County Board member's commitment to a hospital or sanitarium as a drug addict, dipsomaniac, inebriate, or stimulant addict by a court of competent jurisdiction, in which case the office shall not be deemed vacant until

the order of commitment has become final (Government Code 1770)

12. A "failure to elect" in which no candidate or an insufficient number of candidates have filed to run for a County Board seat(s) (Education Code 5090, 5326, 5328)

Timelines for Filling a Vacancy

When a vacancy occurs, the County Board shall take the following action, as appropriate:

1. When a vacancy occurs within four months of the end of a County Board member's term, the County Board shall take no action. (Education Code 1008, 5093)

2. When a vacancy occurs between six months and 130 days before a regularly scheduled County Board election at which the vacant position is not scheduled to be filled, the vacancy shall be filled by a special election consolidated with the regular election. The person so elected shall take office at the first regularly scheduled County Board meeting following the certification of the election and shall serve only until the end of the term of the position which the person was elected to fill. (Education Code 5093)

3. When a vacancy occurs any time outside of the statutory time windows identified in Items #1 and #2 above, the County Board shall either order an election or make a provisional appointment within 60 days of the date of the vacancy or the filing of the member's deferred resignation, whichever is sooner. (Education Code 5091, 5093)

Eligibility for Appointment

In order to be appointed to fill a vacancy on the County Board, a person must meet the eligibility requirements specified in law and Board Bylaw 9220 - Governing Board Elections.

Provisional Appointments

When, as authorized by law, the County Board has opted to make a provisional appointment to fill a vacancy, the County Board, by resolution, may approve the procedures for selecting the person to be provisionally appointed to fill the vacancy. These procedures may, but are not required to, include the following:

1. Advertising in the local media to solicit candidate applications

2. Establishing a committee consisting of less than a quorum of the County Board to ensure that applicants are eligible for County Board membership and announce the names of the eligible candidates

3. Interviewing the candidates at a public meeting

Within 10 days after the County Board makes a provisional appointment to fill a County Board vacancy, notices shall be posted of the actual vacancy, or the filing of a deferred resignation, and the provisional appointment. The notice shall be posted as follows: (Education Code 5092)

1. In three public places in the trustee area

2. On the county office of education's website

3. In a newspaper of general circulation published in the county, if such a newspaper exists

The notice shall contain: (Education Code 5092)

1. The fact of the vacancy or resignation

2. The date of the occurrence of the vacancy or the date of the filing of, and the effective date of, the resignation

3. The full name of the provisional appointee to the County Board and the date of the provisional appointee's appointment

4. A statement notifying the voters that unless a petition calling for a special election pursuant to Education Code 5091 is filed in the office of the County Superintendent of Schools within 30 days of the provisional appointment, the appointment shall become effective

The person appointed shall only hold office until the next regularly scheduled election for County Board members. (Education Code 5091)

If within 30 days of the County Board's appointment, registered voters of the trustee area for which the appointment is made submit a petition for special election which the County Superintendent determines to be legally sufficient, the provisional appointment is terminated, and a special election shall be held in accordance with Education Code 5091 to fill the vacancy.

Appointment Due to Failure to Elect

When a vacancy occurs because no candidate or an insufficient number of candidates have been nominated and an election will not be held, the County Board shall appoint a qualified person to the office. This appointment shall be made at a meeting prior to the day fixed for the election and the appointee shall be seated at the organizational meeting as if elected at the election. (Education Code 5328)

When an appointment is being made because of a failure to elect, the County Board shall publish a notice once in a newspaper of general circulation published in the county, or if no such newspaper exists, in a newspaper having general circulation within the county. This notice shall state that the County Board intends to make an appointment and shall inform persons of the procedure available for applying for the appointment. (Education Code 5328.5)

When, as authorized by law, the County Board seeks to make an appointment because of a failure to elect, the County Board, by resolution, may approve any additional the procedures for selecting the person to be appointed to fill the vacancy.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Federal References	**Description**
18 USC 704	Military medals or decorations

Management Resources References	**Description**
Attorney General Opinion	58 Ops.Cal.Atty.Gen. 888 (1975)
Attorney General Opinion	105 Ops.Cal.Atty.Gen. 182 (2022)
CSBA Publication	Filling a Board Vacancy, rev. December 2010
Website	CSBA
Website	California State Attorney General's Office, Quo Warranto Applications

State References	**Description**
Ed. Code 1008	County board vacancies
Ed. Code 35107	School district employees
Ed. Code 35178	Resignation with deferred effective date
Ed. Code 5000-5033	Election of school district board members
Ed. Code 5090-5095	Vacancy on the board
Ed. Code 5200-5208	Districts governed by boards of education
Ed. Code 5300-5304	General provisions; conduct of elections

State References	Description
Ed. Code 5320-5329	Order and call of elections
Ed. Code 5340-5345	Consolidation of elections
Ed. Code 5360-5363	Election notice
Ed. Code 5420-5426	Cost of elections
Ed. Code 5440-5442	Miscellaneous provisions
Elec. Code 10600-10604	School district elections
Elec. Code 11000-11386	Candidates for recall
Gov. Code 1064	Absence from state
Gov. Code 1770	Vacancy of office
Gov. Code 3000-3003	Forfeiture of office
Gov. Code 3060-3075	Removal other than by impeachment
Gov. Code 54950-54963	The Ralph M. Brown Act
Gov. Code 6061	One time notice
Pen. Code 88	Bribery, forfeiture from office

Cross References	Description
9220	Governing Board Elections
9220-E(1)	Governing Board Elections
9222	Resignation
9230	Orientation

County Board Policy 0420.41: Oversight Of County Charter Schools

Status: ADOPTED

Original Adopted Date: 01/01/2020 **| Last Revised Date:** 06/01/2024 **| Last Reviewed Date:** 06/01/2024

The County Board of Education recognizes its ongoing responsibility to oversee any charter school authorized by the County Board, to ensure that the charter school is successfully fulfilling the terms of its charter.

Designated Charter School Contact

The County Board shall identify a contact person for each charter school authorized by the County Board. The contact may be the County Superintendent of Schools or a designee or another person employed or contracted by the County Board pursuant to Education Code 1042. (Education Code 47604.32)

The County Board may designate someone to attend meetings of the board of directors of any charter school authorized to operate as a nonprofit, public benefit corporation.

The County Board or its designated representative may inspect or observe any part of the charter school at any time. At least once each year, the County Board or designated representative shall visit each charter school under its authority. (Education Code 47604.32, 47607)

Whenever the County Board's designated representative visits, inspects, or observes a charter school or any of its programs or facilities, the representative shall provide a report of the findings to the County Board at the next regular County Board meeting.

Monitoring Charter School Performance

The County Board has the responsibility to monitor any charter school it authorizes to determine whether the charter school complies with all legal requirements applicable to charter schools, including the making of all reports required of charter schools in accordance with Education Code 47604.32.

The County Board has the responsibility to monitor each charter school to determine whether the school, both schoolwide and for all numerically significant student subgroups of students served by the school as defined in Education Code 52052, is achieving the measurable student outcomes set forth in its charter. This determination shall be based on the measures specified in the approved charter and any applicable memorandum of understanding (MOU), and on the charter school's annual review and assessment of its progress toward the goals and actions identified in its local control and accountability plan (LCAP).

The County Board has the responsibility to monitor the fiscal condition of each charter school based on financial information obtained from the charter school, including, but not limited to, the charter school's preliminary budget, LCAP and annual update of the school's LCAP, first and second interim financial reports, and final unaudited report for the full prior year. (Education Code 47604.32, 47604.33, 47606.5)

When any such monitoring is conducted by the County Board's designated representative, the representative shall report the findings to the County Board at the first available County Board meeting.

Waivers

If the charter school wishes to request a general waiver of any applicable state law or regulation applicable to it, it shall request that the County Board approve and the county office of education (COE) submit a general waiver request to the State Board of Education (SBE) on its behalf. If the County Board approves such a request, the County Board shall ask the County Superintendent or designee to submit the waiver request to SBE on behalf of the charter school.

Charges for Provision of Services to a Charter School

The County Board may charge up to one percent of a charter school's revenue for the actual costs of supervisorial oversight of the school. However, if the charter school is able to obtain substantially rent-free facilities from the COE, the County Board may charge up to three percent of the charter school's revenue for actual costs of supervisorial oversight. (Education Code 47613)

A charter school may separately purchase administrative or other services from the COE or any other source, in accordance with law. (Education Code 47613)

Material Revisions to Charter

Material revisions to a charter may only be made with County Board approval. Material revisions shall be governed by the same standards and criteria that apply to petitions for the authorization of charter schools as set forth in Education Code 47605 and shall include, but are not limited to, a reasonably comprehensive description of any new requirement for charter schools enacted into law after the charter was originally granted or last renewed. (Education Code 47607)

The County Board shall determine whether a proposed change in charter school operations would constitute a material revision of the approved charter.

If an approved charter school proposes to expand operations to one or more additional sites or grade levels, whether concurrently with or unrelated to a renewal, the charter school shall request a material revision to its charter and shall notify the County Board of those additional locations or grade levels. The County Board shall consider approval of the additional locations or grade levels at an open, public meeting. (Education Code 47605, 47605.6, 47607)

The County Board may deny a proposed material revision if it finds that the proposed material revision would render the charter school demonstrably unlikely to serve the interests of the entire community in which the school is located or proposes to locate. In making this finding, the County Board shall consider all of the following: (Education Code 47605)

1. The fiscal impact of the proposed expansion on the COE

2. The extent to which the expansion would substantially undermine existing services, academic offerings, or programmatic offerings

3. Whether the expansion would duplicate a program currently offered within the COE that has sufficient capacity for the students proposed to be served within reasonable proximity to where the charter school intends to locate

Additionally, the County Board may deny a proposed material revision if it finds that the COE is not positioned to absorb the fiscal impact of the proposed material revision. The County Board shall make this finding if the COE has a qualified interim certification and the Superintendent of Public Instruction (SPI) certifies that approving the charter would result in the COE having a negative interim certification, or if the COE has a negative certification, or is under state receivership. (Education Code 47605)

Technical Assistance/Intervention

Whenever a charter school is identified for technical assistance based on the performance of one or more numerically significant student subgroups on SBE-established criteria in two or more years, the charter school shall receive technical assistance from a COE identified as a geographic lead agency or its designee. Such technical assistance shall be focused on building the charter school's capacity to develop and implement actions and services responsive to student and community needs, including, but not limited to, any of the following: (Education Code 47607.3)

1. Assisting the charter school to identify its strengths and weaknesses in regard to the state priorities applicable to the charter school pursuant to Education Code 47605

   This shall include working collaboratively with the charter school to review performance data on the state and local indicators included in the California School Dashboard and other relevant local data and to identify effective, evidence-based programs or practices that address any areas of weakness.

2. Working collaboratively with the charter school to secure assistance from an academic, programmatic, or fiscal expert or team of experts to identify and implement effective programs and practices that are designed to improve performance in any areas of weakness identified by the charter school

   Another service provider, including, but not limited to, a school district, COE, or charter school, may be solicited to act as a partner to the charter school in need of technical assistance.

3. Obtaining from the charter school timely documentation demonstrating that it has completed the activities described in Items #1 and 2 or substantially similar activities, or has selected another service provider to work with the charter school to complete the activities described in Items #1 and 2 or substantially similar activities, and ongoing communication with the County Board to assess the charter school's progress in improving student outcomes.

In addition, if, in three out of four consecutive school years, a charter school fails to improve outcomes for three or more numerically significant student subgroups, or for all of the student subgroups if the school has fewer than three subgroups, in regard to one or more state or school priorities identified in the charter, the County Superintendent may request assistance from the California Collaborative for Educational Excellence. (Education Code 47607.3, 52072)

In accordance with law, the County Board may deny a charter school's renewal petition or may revoke a charter based on the charter school's poor performance, especially with regard to inadequate academic achievement of all numerically significant subgroups of students served by the charter school. (Education Code 47607, 47607.2)

Complaints

To enable any person alleging the school's noncompliance with Education Code 47606.5 or 47607.3 to file a complaint, each charter school shall establish policies and procedures in accordance with the uniform complaint procedures specified in 5 CCR 4600-4670. (Education Code 52075)

A complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. A complainant who is not satisfied with the decision of the charter school resulting from the uniform complaint procedures may appeal the decision to the SPI. (Education Code 52075)

If the charter school finds merit in the complaint or the SPI finds merit in an appeal, the charter school shall provide a remedy to all affected students and parents/guardians. (Education Code 52075)

School Closure

In the event that the County Board revokes or denies renewal of a charter or the school ceases operation for any reason, the County Board's charter school representative shall, in accordance with the charter and/or any applicable agreement between the county and the charter school, provide assistance to facilitate the transfer of the charter school's former students and to finalize financial reporting and close-out.

The County Board shall provide notification to the California Department of Education, within 10 calendar days of denying renewal of or revoking the charter, or if the charter school will cease operation for any reason.

Such notification shall include, but not be limited to, a description of the circumstances of the closure, the effective date of the closure, and the location of student and personnel records. (Education Code 47604.32; 5 CCR 11962.1)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Federal References	Description
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
20 USC 6311	State plan
20 USC 7221-7221j	Charter schools

Federal References	Description
34 CFR 200.1-200.79	Accountability
42 USC 11431-11435	McKinney-Vento Homeless Assistance Act

Management Resources References	Description
Attorney General Opinion	79 Ops.Cal.Atty.Gen. 155 (1996)
Attorney General Opinion	72 Ops.Cal.Atty.Gen 25 (1989)
Attorney General Opinion	101 Ops.Cal.Atty.Gen. 92 (2018)
Attorney General Opinion	104 Ops.Cal.Atty.Gen. 66 (2021)
Attorney General Opinion	89 Ops.Cal.Atty.Gen. 166 (2006)
Attorney General Opinion	80 Ops.Cal.Atty.Gen. 52 (1997)
Attorney General Opinion	78 Ops.Cal.Atty.Gen. 297 (1995)
CA Office of Administrative Hearings Decisions	Student v. Horizon Instructional Systems Charter School (2012) OAH Case No. 2011060763
California Charter Authorizing Professionals Pub	Memorandum of Understanding (MOU) Resource, September 2022
California Department of Education Publication	Model Youth Suicide Prevention Policy
California Department of Education Publication	Pupil Fees, Deposits, and Other Charges, Fiscal Management Advisory 20-01, July 23, 2020
California Department of Education Publication	California School Accounting Manual
California Dept. of Pesticide Reg. Publication	School District Integrated Pest Management Plan Template
California Interscholastic Federation Publication	Pursuing Victory with Honor, 1999
Court Decision	Ridgecrest Charter School v. Sierra Sands Unified School District (2005) 130 Cal.App.4th 986
CSBA Publication	Uncharted Waters: Recommendations for Prioritizing Student Achievement and Effective Governance in California's Charter Schools, September 2018
CSBA Publication	Charter Schools in Focus, Issue 2: Ensuring Effective Oversight, Governance Brief, October 2017
CSBA Publication	Charter Schools: A Guide for Governance Teams, rev. 2016
U.S. Department of Education Guidance	Charter Schools Program: Title V, Part B of the ESEA, Nonregulatory Guidance, January 2014
Website	CSBA District and County Office of Education Legal Services
Website	National Suicide Prevention Lifeline
Website	National Domestic Violence Hotline
Website	California State Teachers Retirement System
Website	California State Controller
Website	California Public Employees Retirement System
Website	California Department of General Services, Office of Administrative Hearings
Website	California Commission on Teacher Credentialing
Website	California Commission on Peace Officer Standards and Training
Website	California Bureau of Security and Investigative Services
Website	U.S. Department of Education
Website	U.S. Department of Agriculture
Website	National Association of Charter School Authorizers

Management Resources References	Description
Website	CSBA
Website	California Student Aid Commission
Website	California Office of the Attorney General
Website	California Interscholastic Federation
Website	California Department of Pesticide Regulation
Website	California Department of Education, Charter Schools
Website	California Charter Schools Association

State References	Description
5 CCR 11700.1-11705	Independent study
5 CCR 11960-11969.10	Charter schools
5 CCR 15497.5	Local control and accountability plan template
5 CCR 4600-4670	Uniform complaint procedures
Business and Professions Code 7583.45	Training for security officers
CA Constitution Article 16, Section 8.5	Public finance; school accountability report card
CA Constitution Article 9, Section 5	Common school system
Corp. Code 5110-6910	Nonprofit public benefit corporations
Ed. Code 1006	Prohibition against school district employees serving on county board of education
Ed. Code 17070.10-17079.30	Leroy F. Greene School Facilities Act
Ed. Code 17280-17317	Field Act; approval of plans and supervision of construction
Ed. Code 17365-17374	Field Act; fitness for occupancy; liability of board members
Ed. Code 215	Suicide prevention policies
Ed. Code 215.5	Student identification cards; inclusion of safety hotlines
Ed. Code 220	Prohibition of discrimination
Ed. Code 221.61	Posting of Title IX information on website
Ed. Code 221.9	Sex equity in competitive athletics
Ed. Code 222	Reasonable accommodations; lactating students
Ed. Code 222.5	Pregnant and parenting students; notification of rights
Ed. Code 231.5-231.6	Sexual harassment policy
Ed. Code 234.4	Mandated policy on bullying prevention
Ed. Code 234.6	Bullying and harassment prevention information
Ed. Code 234.7	Student protections related to immigration and citizenship status
Ed. Code 32282	School safety plans
Ed. Code 32283.5	Bullying; online training
Ed. Code 33353	California Interscholastic Federation incident tracking
Ed. Code 33479-33479.9	The Eric Parades Sudden Cardiac Arrest Prevention Act
Ed. Code 35120	Student board membership
Ed. Code 35179.4-35179.6	Interscholastic athletic programs, safety; swimming pool safety that is not part of interscholastic athletic program
Ed. Code 35183.1	Graduation ceremonies; tribal regalia or recognized object of religious/cultural significance

State References	Description
Ed. Code 35292.6	Stocking of menstrual products
Ed. Code 35330	Field trips and excursions; student fees
Ed. Code 38001.5	Training for security officers
Ed. Code 38080-38086	School meals
Ed. Code 39831.3	Transportation safety plan
Ed. Code 39843	Disciplinary action against bus driver; report to Department of Motor Vehicles
Ed. Code 41024	Report of expenditure of state facility funds
Ed. Code 42100	Annual statement of receipts and expenditures
Ed. Code 44030.5	Reporting change in employment status due to alleged misconduct
Ed. Code 44237	Criminal record summary
Ed. Code 44691	Information on detection of child abuse; annual training
Ed. Code 44830.1	Certificated employees; conviction of a violent or serious felony
Ed. Code 45122.1	Classified employees; conviction of a violent or serious felony
Ed. Code 45125.1	Criminal records summary; employees of contracting entity
Ed. Code 46015	Accommodations for pregnant and parenting students; parental leave
Ed. Code 46390-46393	Emergency average daily attendance
Ed. Code 47600-47616.7	Charter Schools Act of 1992
Ed. Code 47634.2	Nonclassroom-based instruction
Ed. Code 47640-47647	Special education funding for charter schools
Ed. Code 47651	Apportionment of funds; charter schools
Ed. Code 48000	Minimum age of admission for kindergarten; transitional kindergarten
Ed. Code 48010-48011	Minimum age of admission; first grade
Ed. Code 48206.3-48208	Students with temporary disabilities; individual instruction
Ed. Code 48850-48859	Education of foster youth and homeless students
Ed. Code 48900	Suspensions
Ed. Code 48901.1	Suspension and expulsion; willful defiance
Ed. Code 48907	Students' exercise of free expression; rules and regulations
Ed. Code 48913.5	Suspended students; homework assignments
Ed. Code 48950	Freedom of speech and other communication
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 49005-49006.4	Seclusion and restraint
Ed. Code 49011	Student fees
Ed. Code 49014	Public School Fair Debt Collection Act
Ed. Code 49061	Student records; definitions
Ed. Code 49062.5	Student records; name or gender change
Ed. Code 49070	Challenging student records
Ed. Code 49073.2	Privacy of student and parent/guardian personal information; minutes of board meeting
Ed. Code 49076.7	Student records; data privacy; social security numbers
Ed. Code 49110	Authority to issue work permits

State References	Description
Ed. Code 49381	Human trafficking prevention
Ed. Code 49406	TB risk assessment
Ed. Code 49414	Epinephrine auto-injectors
Ed. Code 49414.3	Administration of opioid antagonist
Ed. Code 49428	Notification of mental health services
Ed. Code 49430-49434	The Pupil Nutrition, Health, and Achievement Act of 2001
Ed. Code 49431.9	Prohibition of advertisement of non-nutritious foods
Ed. Code 49475	Health and safety; concussions and head injuries
Ed. Code 49501.5	Free breakfast and lunch to all students
Ed. Code 49557.5	Child Hunger Prevention and Fair Treatment Act of 2017
Ed. Code 49564	Meals for needy students
Ed. Code 49564.3	Provision of federal universal meal service
Ed. Code 49603	Employer campus access
Ed. Code 49700-49701	Education of children of military families
Ed. Code 51224.7	Mathematics placement policy
Ed. Code 51225.1-51225.2	Exemption from local graduation requirements; acceptance of coursework
Ed. Code 51225.3	High school graduation requirements
Ed. Code 51225.6	Instruction in cardiopulmonary resuscitation
Ed. Code 51225.7-51225.8	Completion and submission of the Free Application for Federal Student Aid and California Dream Act Application
Ed. Code 51413	Diploma of graduation without passage of high school exit examination
Ed. Code 51744-51749.6	Independent study
Ed. Code 51925-51929	Mandatory mental health education
Ed. Code 51930-51939	California Healthy Youth Act
Ed. Code 52052	Accountability; numerically significant student subgroups
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 52075	Uniform complaint procedures
Ed. Code 52770	Career fairs
Ed. Code 56026	Special education
Ed. Code 56040.3	Availability of assistive technology devices
Ed. Code 56145-56146	Special education services in charter schools
Ed. Code 56365-56366.12	Nonpublic, nonsectarian schools
Ed. Code 60600-606489	Assessment of academic achievement
Ed. Code 64000	Categorical programs included in consolidated application
Ed. Code 64001	School plan for student achievement; consolidated application programs
Ed. Code 65000-65001	School site councils
Ed. Code 69432.9-69432.92	Cal Grant program; notification of grade point average and high school graduation
Gov. Code 1090-1099	Prohibitions applicable to specified officers
Gov. Code 3540-3549.3	Educational Employment Relations Act
Gov. Code 54950-54963	The Ralph M. Brown Act

State References	Description
Gov. Code 7920.000-7930.215	California Public Records Act
Gov. Code 81000-91014	Political Reform Act of 1974
H&S Code 104420	Tobacco Use Prevention Education grant program
H&S Code 104559	Tobacco-free schools
Lab. Code 1198.5	Personnel records related to performance and grievance
Pen. Code 1192.7	Definition of serious felony
Pen. Code 667.5	Definition of violent felony
Veh. Code 28160	Child safety alert system

Cross References	Description
0420.4	Authorization Of County Charter Schools
0420.43	Revocation Of County Charter Schools
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1312.3-E(3)	Uniform Complaint Procedures
1431	Waivers

County Board Policy 5113: Absences And Excuses

Status: ADOPTED

Original Adopted Date: 03/01/2022 | **Last Revised Date:** 06/01/2024 | **Last Reviewed Date:** 06/01/2024

The County Board of Education believes that regular attendance plays an important role in student achievement. The County Office of Education shall work with parents/guardians and students to ensure compliance with all state attendance laws and to correct problems of chronic absence or truancy.

In accordance with law and any policies, procedures, or measures implemented by the County Superintendent of Schools to promote student attendance and/or minimize student absence, absence from school shall be excused only for health reasons, family emergencies, and justifiable personal reasons as specified in Education Code 48205, and work in the entertainment or allied industry as permitted pursuant to Education Code 48225.5.

When a student's absence from school is excused, the student shall be permitted to complete for full credit within a reasonable amount of time identical or reasonably equivalent assignments and tests to those missed during the absence, as determined by the teacher. (Education Code 48205, 48225.5)

Student absence for religious instruction or participation in religious exercises away from school property may be considered excused in accordance with Education Code 46014.

Inasmuch as school attendance and class participation are integral to students' learning experiences, parents/guardians and students shall be encouraged to schedule medical and other appointments during non-school hours.

Students shall not be absent from school without their parents/guardians' knowledge or consent, except in cases of medical emergency or, as authorized pursuant to Education Code 46010.1, for a confidential medical appointment.

The County Board shall, by resolution entered into its minutes, approve reasonable methods that may be used to verify student absences due to illness or quarantine, based on the recommendation of the County Superintendent. (5 CCR 421)

Parent/guardian and/or student notifications related to student absences shall be provided in accordance with law and as specified by the County Superintendent or designee.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Management Resources References	Description
Attorney General Opinion	87 Ops.Cal.Atty.Gen. 168 (2004)
Attorney General Opinion	66 Ops.Cal.Atty.Gen. 244 (1983)
Court Decision	American Academy of Pediatrics et al v. Lungren et al (1997) 16 Cal.4th 307
CSBA Publication	Seize the Data: Using Chronic Absence Data to Drive Student Engagement, March 2024
Website	CSBA
Website	California Department of Education

State References	Description
5 CCR 306	Explanation of absence
5 CCR 420-424	Record of verification of absence due to illness and other causes
Ed. Code 1740	Employment of personnel to supervise attendance

State References	Description
Ed. Code 37201	School month
Ed. Code 37223	Weekend classes
Ed. Code 41601	Reports of average daily attendance
Ed. Code 42238-42250.1	Apportionments
Ed. Code 46000	Attendance records
Ed. Code 46010-46015	Absences
Ed. Code 46110-46120	Attendance in kindergarten and elementary schools
Ed. Code 46140-46148	Attendance in junior high and high schools
Ed. Code 48200-48208	Children ages 6-18; compulsory full-time attendance
Ed. Code 48210-48216	Exclusions from attendance
Ed. Code 48225.5	Work permit; excused absence; entertainment or allied industries; participation in not-for-profit performing arts organization
Ed. Code 48240-48246	Supervisors of attendance
Ed. Code 48260-48273	Truants
Ed. Code 48292	Filing complaint against parent
Ed. Code 48320-48324	School attendance review boards
Ed. Code 48340-48341	Improvement of student attendance
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49067	Unexcused absences as cause of failing grade
Ed. Code 49701	Provisions of the interstate compact on educational opportunities for military children
Elec. Code 12302	Student participation on precinct boards
Fam. Code 6920-6930	Consent by minor for medical treatment
W&I Code 11253.5	Compulsory school attendance; eligibility for aid
W&I Code 601-601.5	Habitually truant minors

Cross References	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
4119.41	Employees With Infectious Disease
4219.41	Employees With Infectious Disease
4319.41	Employees With Infectious Disease
5000	Concepts And Roles
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5112.1	Exemptions From Attendance
5112.1	Exemptions From Attendance
5112.2	Exclusions From Attendance
5112.5	Open/Closed Campus

Cross References	Description
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
5131	Conduct
5131.4	Student Disturbances
5131.4	Student Disturbances
5141.21	Administering Medication And Monitoring Health Conditions
5141.21	Administering Medication And Monitoring Health Conditions
5141.33	Head Lice
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5146	Married/Pregnant/Parenting Students
5147	Dropout Prevention
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6154	Homework/Makeup Work
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6176	Weekend/Saturday Classes
6177	Summer Learning Programs
6183	Home And Hospital Instruction
6184	Continuation Education
6184	Continuation Education
6185	Community Day School
6185	Community Day School

County Office Regulation 5113: Absences And Excuses

Status: ADOPTED

Original Adopted Date: 03/01/2022 **| Last Revised Date:** 06/01/2024 **| Last Reviewed Date:** 06/01/2024

The County Superintendent of Schools shares the belief of the County Board of Education that regular attendance plays an important role in student achievement, and shall implement policies and measures to ensure the County Office of Education's (COE) compliance with all state attendance laws and to correct problems of chronic absence or truancy.

Excused Absences

Subject to any applicable limitation, condition, or other requirement specified in law, a student's absence shall be excused for any of the following reasons:

1. Personal illness, including absence for the benefit of the student's mental or behavioral health (Education Code 48205)

2. Quarantine under the direction of a county or city health officer (Education Code 48205)

3. Medical, dental, optometrical, or chiropractic service or appointment (Education Code 48205)

4. Attendance at funeral services for or grieving the death of a member of the student's immediate family or, as determined by the student's parent/guardian, a person so closely associated with the student as to be considered the student's immediate family (Education Code 48205)

   A student may be excused for this reason for up to five days for each incident. (Education Code 48205)

5. Jury duty in the manner provided for by law (Education Code 48205)

6. Illness or medical appointment of a child to whom the student is the custodial parent (Education Code 48205)

7. Upon advance written request by the parent/guardian and the approval of the school site administrator or designee, justifiable personal reasons including, but not limited to: (Education Code 48205)

   a. Attendance or appearance in court

   b. Attendance at a funeral service

   c. Observance of a religious holiday or ceremony

   d. Attendance at religious retreats for no more than one school day each semester

   e. Attendance at an employment conference

   f. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization

8. Service as a member of a precinct board for an election pursuant to Elections Code 12302 (Education Code 48205)

9. To spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code 49701, and has been called to duty for deployment to a combat zone or a combat support position or is on leave from or has immediately returned from such deployment (Education Code 48205)

   Such absence shall be granted for a period of time to be determined at the discretion of the County Superintendent or designee. (Education Code 48205)

10. Attendance at the student's naturalization ceremony to become a United States citizen (Education Code

48205)

11. Participation in a cultural ceremony or event which relates to the habits, practices, beliefs, and traditions of a certain group of people (Education Code 48205)

12. For a middle school or high school student, engagement in a civic or political event, provided that the student notifies the school ahead of the absence (Education code 48205)

    Unless otherwise permitted by the County Superintendent or designee, students shall be limited to one such school day-long absence each school year (Education Code 48205)

13. When a student's immediate family member or, as determined by the student's parent/guardian, a person so closely associated with the student as to be considered the student's immediate family has died: (Education Code 48205)

    a. To access services from a victim services organization or agency.

    b. To access grief support services.

    c. To participate in safety planning or take other actions, including, but not limited to, temporary or permanent relocation, to increase the safety of the student, an immediate family member of the student, or person determined by the student's parent/guardian to be so closely associated with the student as to be considered the student's immediate family

    Such absence shall be excused for not more than three days for each incident. (Education Code 48205)

14. Participation in religious exercises or to receive moral and religious instruction at the student's place of worship or other suitable place away from school property as designated by the religious group, church or denomination (Education Code 46014)

    Absence for student participation in religious exercises or instruction shall not be considered an absence for the purpose of computing average daily attendance if the student attends at least the minimum school day and is not excused from school for this purpose on more than four days each school month. (Education Code 46014)

15. For a student who holds a work permit authorizing work in the entertainment or allied industries for a period of not more than five consecutive days, work in such industry (Education Code 48225.5)

    For this purpose, student absence shall be excused for a maximum of up to five absences each school year. (Education Code 48225.5)

16. Participation with a nonprofit performing arts organization in a performance for a public school audience (Education Code 48225.5)

    A student may be excused for up to five such absences each school year provided that the student's parent/guardian provides a written explanation of such absence to the school. (Education Code 48225.5)

17. Other reasons authorized at the discretion of the principal or designee based on the student's specific circumstances (Education Code 48205, 48260)

For the purpose of the absences described above, immediate family means the student's parent/guardian, sibling, grandparent, or any other relative living in the student's household. (Education Code 48205)

Method of Verification

Student absence to care for a child for whom the student is the custodial parent shall not require a physician's note. (Education Code 48205)

For other absences, the student shall, upon returning to school following the absence, present a satisfactory explanation, either in person or by written note, verifying the reason for the absence. Absences shall be verified by the student's parent/guardian, other person having charge or control of the student, or the student, if aged 18 or

older. (Education Code 46012; 5 CCR 306)

When an absence is planned, the school site administrator or designee shall be notified prior to the date of the absence when possible.

The following methods may be used to verify student absences:

1. Written, digital, or audio message from parent/guardian or parent representative
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative

   The employee shall subsequently record the following:

   a. Name of student
   b. Name of parent/guardian or parent representative
   c. Name of verifying employee
   d. Date(s) of absence
   e. Reason for absence
3. Visit to the student's home by the verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated

   The employee shall document the verification and include the information specified in Item #2 above.
4. Physician's verification

   a. When excusing students for confidential medical services or verifying such appointments, COE staff shall not ask the purpose of such appointments but may request a note from the medical office to confirm the time of the appointment
   b. If a student shows a pattern of chronic absenteeism due to illness, COE staff may require physician verification of any further student absences

Parental Notifications

At the beginning of each school year, the County Superintendent or designee shall:

1. Notify parents/guardians of the right to excuse a student from school in order to participate in religious exercises or to receive moral and religious instruction at their places of worship, or at other suitable places away from school property designated by a religious group, church, or denomination (Education Code 46014, 48980)
2. Notify students in grades 7-12 and the parents/guardians of all students enrolled in COE schools and programs that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian (Education Code 46010.1)
3. Notify parents/guardians that a student shall not have a grade reduced or lose academic credit for any excused absence if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time (Education Code 48980)

Such notice shall include the full text of Education Code 48205 (Education Code 48980)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Management Resources References	Description
Attorney General Opinion	87 Ops.Cal.Atty.Gen. 168 (2004)
Attorney General Opinion	66 Ops.Cal.Atty.Gen. 244 (1983)
Court Decision	American Academy of Pediatrics et al v. Lungren et al (1997) 16 Cal.4th 307
CSBA Publication	Seize the Data: Using Chronic Absence Data to Drive Student Engagement, March 2024
Website	CSBA
Website	California Department of Education

State References	Description
5 CCR 306	Explanation of absence
5 CCR 420-424	Record of verification of absence due to illness and other causes
Ed. Code 1740	Employment of personnel to supervise attendance
Ed. Code 37201	School month
Ed. Code 37223	Weekend classes
Ed. Code 41601	Reports of average daily attendance
Ed. Code 42238-42250.1	Apportionments
Ed. Code 46000	Attendance records
Ed. Code 46010-46015	Absences
Ed. Code 46110-46120	Attendance in kindergarten and elementary schools
Ed. Code 46140-46148	Attendance in junior high and high schools
Ed. Code 48200-48208	Children ages 6-18; compulsory full-time attendance
Ed. Code 48210-48216	Exclusions from attendance
Ed. Code 48225.5	Work permit; excused absence; entertainment or allied industries; participation in not-for-profit performing arts organization
Ed. Code 48240-48246	Supervisors of attendance
Ed. Code 48260-48273	Truants
Ed. Code 48292	Filing complaint against parent
Ed. Code 48320-48324	School attendance review boards
Ed. Code 48340-48341	Improvement of student attendance
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49067	Unexcused absences as cause of failing grade
Ed. Code 49701	Provisions of the interstate compact on educational opportunities for military children
Elec. Code 12302	Student participation on precinct boards
Fam. Code 6920-6930	Consent by minor for medical treatment
W&I Code 11253.5	Compulsory school attendance; eligibility for aid
W&I Code 601-601.5	Habitually truant minors

Cross References	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
3516	Emergencies And Disaster Preparedness Plan

Cross References	Description
3516	Emergencies And Disaster Preparedness Plan
4119.41	Employees With Infectious Disease
4219.41	Employees With Infectious Disease
4319.41	Employees With Infectious Disease
5000	Concepts And Roles
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5112.1	Exemptions From Attendance
5112.1	Exemptions From Attendance
5112.2	Exclusions From Attendance
5112.5	Open/Closed Campus
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
5131	Conduct
5131.4	Student Disturbances
5131.4	Student Disturbances
5141.21	Administering Medication And Monitoring Health Conditions
5141.21	Administering Medication And Monitoring Health Conditions
5141.33	Head Lice
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5146	Married/Pregnant/Parenting Students
5147	Dropout Prevention
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6154	Homework/Makeup Work
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6176	Weekend/Saturday Classes
6177	Summer Learning Programs
6183	Home And Hospital Instruction
6184	Continuation Education
6184	Continuation Education
6185	Community Day School
6185	Community Day School

Exhibit 0420.41-E(1): Oversight Of County Charter Schools

Status: ADOPTED

Original Adopted Date: 01/01/2020 **| Last Revised Date:** 06/01/2024 **| Last Reviewed Date:** 06/01/2024

Requirements For Charter Schools

This exhibit is a non-exhaustive list of legal requirements that apply to charter schools and may be used by county boards of education to monitor a charter school's compliance with law. Other legal requirements may exist and may be identified in the future.

A charter school shall be subject to the terms of its charter; any memorandum of understanding with its chartering authority; the state and federal constitutions; applicable federal laws; state laws that apply to governmental agencies in general; and other legal requirements that are expressly applicable to charter schools, including, but not limited to, the following requirements:

Governance

1. Comply with the Ralph M. Brown Act (Government Code 54950-54963), California Public Records Act (Government Code 7920.000- 7930.215), conflict of interest laws (Government Code 1090-1099), and Political Reform Act (Government Code 81000-91014), including the adoption of a conflict of interest code pursuant to Government Code 87300 (Education Code 47604.1)

2. Except as otherwise authorized by Government Code 54954, hold the meetings of its governing body within the physical boundaries of the county in which the charter school is located or, if a nonclassroom-based charter school that does not have a facility or operates one or more resource centers, hold governing body meetings within the physical boundaries of the county in which the greatest number of students enrolled in the charter school reside

   In addition, a two-way teleconference location shall be established at the school site and/or resource center, as applicable. (Education Code 47604.1)

3. The charter school's executive director or any of the charter school's employees shall not serve as a member of the county board of education in the county where the charter school is located (Education Code 1006, Government Code 1099)

4. Upon petition requesting the governing body of a charter school(s) attended by high school students to appoint one or more student members to the governing body, appoint at least one student member

Operations

1. Not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization (Education Code 47604)

2. Be nonsectarian in its programs, admission policies, employment practices, and all other operations (Education Code 47605, 47605.6)

Admission/Enrollment

1. Adhere to all laws establishing the minimum age for public school attendance (Education Code 47610)

2. Serve students who are California residents and who, if over 19 years of age, are continuously enrolled in a public school and making "satisfactory progress" toward a high school diploma as defined in 5 CCR 11965 (Education Code 47612)

3. Serve students with disabilities in the same manner as such students are served in other public schools (Education Code 47646, 56145)

4. Admit all students who wish to attend the charter school, according to the following criteria and procedures:

   a. Admission to the charter school shall not be determined according to the student's or parent/guardian's place of residence within the state, except that any existing public school converting partially or entirely

to a charter school shall adopt and maintain a policy giving admission preference to students who reside within that school's former attendance area (Education Code 47605, 47605.6)

If a charter school will be physically located in a public elementary school attendance area in which 50 percent or more of the student enrollment is eligible for free or reduced-price meals, it may also establish an admission preference for students who are currently enrolled in that public elementary school and for students who reside in the public school attendance area. (Education Code 47605.3)

b. If the number of students who wish to attend the charter school exceeds the school's capacity, attendance shall be determined by a public random drawing, with preference extended to students currently attending the charter school and students who reside in the county, except as provided for in Education Code 47614.5 (Education Code 47605, 47605.6)

c. Other admission preferences identified in the charter petition, including, but not limited to, siblings of students admitted or attending the charter school and children of the charter school's teachers, staff, and founders identified in the initial charter, may be permitted on an individual school basis consistent with law

Preferences shall not result in limited enrollment access for students with disabilities, academically low-achieving students, English learners, neglected or delinquent students, students experiencing homelessness, foster youth, students who are economically disadvantaged, or on the basis of nationality, race, ethnicity, or sexual orientation.

d. Mandatory parental volunteer hours shall not be the basis of a preference or a criterion for admission or continued enrollment (Education Code 47605, 47605.6)

5. Comply with the requirements of Education Code 48850-48859 regarding enrollment, identification, and placement of students experiencing homelessness and unaccompanied youth (Education Code 48850, 48851, 48852.5, 48852.6; 42 USC 11431-11435)

6. Comply with the requirements of Education Code 48850-48859 regarding the enrollment and placement of foster youth (Education Code 48853.5, 48859)

7. Allow a student who is enrolled in the charter school but receiving individual instruction at home or a hospital due to a temporary disability to return to the charter school when well enough to do so, provided the student returns during the school year in which the individual instruction was initiated (Education Code 48207.3)

Nondiscrimination

1. Not discriminate against any student on the basis of the characteristics listed in Education Code 220 (Education Code 47605, 47605.6)

2. Not discriminate in the use, selection, or rejection of textbooks, instructional materials, library books, or similar educational resources (Education Code 243)

3. Not discourage a student from enrolling or seeking to enroll in the charter school, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, experiencing homelessness, economically disadvantaged, or a foster youth

The charter school shall not request or require a student's records to be submitted before enrollment. The charter school shall post on its website the California Department of Education (CDE) notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquires about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Education Code 47605, 47605.6)

4. Adopt policy that is consistent with the model policy developed by the California Attorney General addressing the charter school's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code 234.7

5. Post specified information related to the prohibition against discrimination under Title IX of the Education Amendments of 1972 in a prominent and conspicuous location on the school website or on the website of the charter operator (Education Code 221.61)

6. If the charter school offers competitive athletics, annually post on the school's website or on the website of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level (Education Code 221.9)

7. Provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding

   The charter school shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Education Code 222, 222.5, 46015)

8. If a direct-funded charter school, adopt and implement uniform complaint procedures to resolve complaints of unlawful discrimination or alleged violation of a state or federal law or regulation governing educational programs, in accordance with 5 CCR 4600-4670 (5 CCR 4600)

9. If the charter school serves high school students and participates in the California Interscholastic Federation, post the standardized incident form developed by CDE to track racial discrimination, harassment, or hazing that occurs at high school sporting games or events on the charter school's website on or before April 1, 2025, and, upon CDE's request, submit information related to any completed standardized incident forms received by the charter school (Education Code 33353)

Tuition and Fees

1. Not charge tuition (Education Code 47605, 47605.6)

2. Not charge student fees for any activity that is an integral component of the educational program, except as authorized by those Education Code provisions that explicitly apply to charter schools (Education Code 49010, 49011)

3. Not bill, nor take any negative action against, a student or former student for a debt owed to the charter school

   The school shall provide an itemized invoice for any amount owed by the parent/guardian on behalf of a student or former student before pursuing payment of the debt and shall provide a receipt to the parent/guardian for each payment made to the school. (Education Code 49014)

School Plans

1. Adopt a local control and accountability plan (LCAP) and update the plan by July 1 each year, after holding a public hearing, consulting with specified stakeholders, and using the template adopted by the State Board of Education (SBE)

   As part of the LCAP adoption and annual update to the LCAP, the governing body of the charter school shall separately adopt a local control funding formula budget overview for parents/guardians and as appropriate, an Individuals with Disabilities Education Act Addendum, based on the template developed by the SBE. (Education Code 47604.33, 47606.5, 52064, 52064.1, 52064.3)

2. Present a report on the annual update to the LCAP and the local control funding formula budget overview for parents/guardians on or before February 28 of each year, at a regularly scheduled meeting of the governing body of the charter school (Education Code 47606.5)

3. If the charter school applies for federal and/or state categorical program funding through the state's consolidated application, establish a school site council to develop and annually review a school plan for student achievement, unless the school chooses to use its LCAP for this purpose (Education Code 64000-64001, 65000-65001)

4. Develop a comprehensive safety plan in accordance with Education Code 32282 and review and update the plan in accordance with law by March 1 each year (Education Code 47605)

5. Develop a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures for designating an adult chaperone, other than the driver, to accompany students on a school activity bus

   In addition, ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Education Code 39831.3; Vehicle Code 28160)

Curriculum and Instruction

1. Offer at least the number of instructional minutes required by law for the grade levels provided by the charter school (Education Code 47612.5)

2. Provide one or more periods of recess that total 30 minutes on regular instructional days and at least 15 minutes on early release days as required by law (Education Code 49056)

3. If the charter school serves students in grade 9, adopt a fair, objective, and transparent mathematics placement policy with specified components (Education Code 51224.7)

4. If the charter school serves students in any of grades 7-12, provide comprehensive sexual health education and human immunodeficiency virus (HIV) prevention education at least once in junior high or middle school and once in high school (Education Code 51931, 51934)

5. If the charter school serves students in any of grades 6-12, identify and implement methods of informing parents/guardians of human trafficking prevention resources (Education Code 49381)

6. If the charter school serves students in middle or high school and offers one or more courses in health education, include in those courses instruction in mental health, as specified (Education Code 51925-51929)

7. If the charter school serves students in grade 12, comply with the requirements for student completion and submission of the Free Application for Federal Student Aid and California Dream Act Application (Education Code 51225.7, 51225.8)

8. If the charter school is planning to hold a college or career fair, the charter school shall notify each apprenticeship program in the same county as the charter school and each community college district that has overlapping jurisdiction with the charter school with the planned date, time, and location of the fair, and give each community college district that has overlapping jurisdiction the opportunity to participate in the college or career fair (Education Code 52770, Labor Code 3074.2)

9. If a charter school offers instruction in any of grades 9-12, and provides on-campus access to employers, not prohibit access to the military services (Education Code 49603)

10. If the charter school provides independent study, meet the requirements of Education Code 51745-51749.6, except that the school may offer courses required for graduation solely through independent study as an exception to Education Code 51745(e) (Education Code 47612.5, 51747.3; 5 CCR 11705)

11. Develop a plan for offering independent study to affected students pursuant to Education Code 46393 if the governing body of the charter school submits an affidavit pursuant to Education Code 46392 necessitated by an emergency condition that resulted in a school closure (Education Code 46392, 46393)

12. Accept and provide full or partial credit for coursework satisfactorily completed by a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, student who is migratory, or a newcomer student while attending another school (Education Code 51225.2)

13. Meet all statewide standards and conduct any statewide assessments applicable to noncharter public schools (Education Code 47605.6, 47612.5, 60605)

Special Education

1. Provide assistive technology devices in a student's home or other settings if the individualized education program team determines that such access is necessary

   The charter school shall also provide an assistive technology device or comparable device to a student who enrolls in another local educational agency, for two months after the student leaves the charter school or until alternative arrangements can be made, whichever occurs first. (Education Code 56040.3)

2. If the charter school has a master contract with a nonpublic, nonsectarian school:

   a. Pay the full amount of the tuition or fees for students with disabilities enrolled in programs or services provided pursuant to that contract (Education Code 56365)

   b. Conduct at least one onsite visit to the nonpublic, nonsectarian school prior to a student's placement and at least once each school year (Education Code 56366.1)

High School Graduation

1. Exempt a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, or student who is migratory who transfers between schools after the second year of high school, or a newcomer student in grades 11-12, from any of the charter school's graduation requirements that exceed state requirements, unless the charter school determines that the student is reasonably able to complete the requirements by the end of the fourth year of high school (Education Code 51225.1, 51225.2)

2. In accordance with Education Code 51225.31, exempt an eligible student with disabilities from all coursework and other requirements adopted by the charter school board that are in addition to the statewide course requirements specified in Education Code 51225.3, and award such student a high school diploma (Education Code 51225.31)

3. Grant a high school diploma to any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination (Education Code 51413)

4. Require students to meet the state minimum course requirements for graduation as specified in Education Code 51225.3, as well as any additional graduation requirements required by the governing body (Education Code 51225.3)

5. Allow a student to wear traditional tribal regalia or recognized objects of religious or cultural significance as an adornment at school graduation ceremonies, unless the charter school determines that an item is likely to cause a substantial disruption of, or material interference with, the ceremony (Education Code 35183.1)

Student Expression

1. Provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications (Education Code 48907, 48950)

Staffing

1. Require its teachers to hold the certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) required for the teacher's certificated assignment (Education Code 47605, 47605.6)

2. Teachers employed by the charter school during the 2019-20 school year shall have until July 1, 2025 to obtain the required certificate required (Education Code 47605, 47605.4)

3. If the charter school offers transitional kindergarten (TK), require credentialed teachers first assigned to a TK class to meet one of three specified criteria establishing qualification for the position by August 1, 2025, and to maintain adult to student ratios as specified in Education Code 48000 (Education Code 48000)

4. Correct any misassignments if notified by the county that the assignment of a charter school employee is not legally authorized (Education Code 44258.9)

5. Not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the charter school contracts with an entity for specified services, verify that any employee of that entity who interacts with students outside of the immediate supervision and control of the student's parent/guardian or a school employee has a valid criminal records summary, unless an exception applies (Education Code 44830.1, 45122.1, 45125.1)

6. Report to CTC any change in a certificated employee's employment status (dismissal, nonreelection, resignation, suspension, unpaid administrative leave for more than 10 days, retirement, or other decision not to employ or reemploy) as a result of an allegation of misconduct or while an allegation of misconduct is pending (Education Code 44030.5)

7. If the charter school chooses to make the state teachers' retirement plan and/or the public employees retirement system available to its employees, meet the requirements of Education Code 47611 (Education Code 47610)

8. If it is deemed the exclusive public school employer of the employees at the charter school, meet the requirements of Government Code 3540-3549.3 related to collective bargaining in public education employment (Education Code 47611.5)

9. If the charter school employs security officers and/or security officers work on the charter school campus, provide the latest course of training developed by the Bureau of Security and Investigative Services of the Department of Consumer Affairs in consultation with the Commission on Peace Officer Standards and Training, as specified (Education Code 38001.5; Business and Professions Code 7583.45)

10. If the charter school provides transportation to students under contract, require drivers to submit and clear tuberculosis risk assessment, unless otherwise exempt by law (Education Code 49406)

Parent/Guardian Involvement

1. On a regular basis, consult with parents/guardians and teachers regarding the charter school's educational programs (Education Code 47605, 47605.6)

2. Notify parents/guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school (Education Code 47605, 47605.6)

3. If 15 percent or more of the students at the charter school speak a single primary language other than English, provide all notices, reports, statements, or records sent to parents/guardians in English and in the primary language (Education Code 48985)

Nutrition

1. Provide a nutritionally adequate breakfast and lunch free of charge during each school day to students requesting a meal regardless of the student's free or reduced-price meal eligibility, including, if the charter school offers independent study, to a student enrolled in independent study on any school day in which the student is scheduled for in-person educational activities of two or more hours

2. If the charter school participates in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and is a high-poverty school, as defined, the charter school shall apply to operate a federal universal meal service provision, and upon approval, apply such service (Education Code 49501.5, 49564.3)

3. If the charter school participates in the NSLP or SBP, not promote any food or beverage during the school day that does not comply with state nutritional standards pursuant to Education Code 49430-49434, and not participate in a corporate incentive program that offers free or discounted non-nutritious foods or beverages as rewards for students who reach certain academic goals (Education Code 49431.9)

Student Health

1. Adopt a policy on suicide prevention, intervention, and postvention for grades 7-12, and an age-appropriate

policy for grades K-6, and review the policy at least every five years (Education Code 215)

2. Each charter school that serves students in any of grades 6-12 shall create and prominently display an age appropriate and culturally relevant poster that identifies approaches and resources about student mental health (Education Code 49428.5)

3. If the charter school serves grades 7-12 and issues student identification cards, print the telephone numbers of the National Suicide Prevention Lifeline and the National Domestic Violence Hotline on the identification cards (Education Code 215.5)

4. Notify students and parents/guardians at least twice during the school year on how to initiate access to available student mental health services on campus or in the community (Education Code 49428)

5. Provide annual training on child abuse and neglect reporting requirements to employees and persons working on the charter school's behalf who are mandated reporters, within the first six weeks of each school year or within six weeks of employment (Education Code 44691)

6. If the charter school offers an athletic program, annually provide information sheets about concussions/head injuries and sudden cardiac arrest to student athletes and their parents/guardians, which must be signed and returned to the school before the athlete initiates practice or competition

   In the event that an athlete is suspected of sustaining a concussion or head injury, passes out, or faints during or immediately after participation in an athletic activity, the student shall be immediately removed from the activity for the remainder of the day and shall not be permitted to return to the activity until the student is evaluated by a licensed health care provider and receives written clearance to do so. (Education Code 33479-33479.5, 49475)

7. If the charter school offers an interscholastic athletic program, develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness, the location of emergency medical equipment, and the rehearsal of such procedures; acquire at least one automated external defibrillator (AED) for the school; and make the AED available at on-campus athletic activities or events (Education Code 35179.4, 35179.6)

8. If the charter school sponsors or hosts an on-campus event in or around a swimming pool that is not part of an interscholastic athletic program, provide for the presence of at least one adult with a valid certification of cardiopulmonary resuscitation training throughout the duration of the event (Education Code 35179.6)

9. Provide school nurses or other voluntary, trained personnel with emergency epinephrine auto-injectors of the type required pursuant to Education Code 49414 (Education Code 49414)

10. If the charter school chooses to make an opioid antagonist available to persons suffering, or reasonably believed to be suffering, from an opioid overdose, or to make emergency stock albuterol inhalers available to persons suffering, or reasonably believed to be suffering, from respiratory distress, comply with the requirements of Education Code 49414.3 and 49414.7, including, but not limited to, providing training to personnel who volunteer to administer the opioid antagonist

Student Conduct/Discipline

1. Prohibit the denial of recess to a student unless the student's participation poses an immediate threat to the student's physical safety or to the physical safety of one or more of the student's peers (Education Code 49056)

2. Adopt a policy on bullying and cyberbullying prevention, post specified information on bullying and harassment prevention on the charter school's website, and annually make CDE's online training module on bullying prevention available to school site certificated employees and other employees who have regular interaction with students (Education Code 234.4, 234.6, 32283.5)

3. Adopt and display a written policy on sexual harassment, include the policy as part of any orientation for new and continuing students, and post a poster notifying students of the policy (Education Code 231.5, 231.6)

4. Prohibit seclusion and behavioral restraint of students as a means of discipline, and only use such methods to

control student behavior that poses a clear and present danger of serious physical harm to a student or others that cannot be immediately prevented by a less restrictive response (Education Code 49005-49006.4)

5. Neither recommend for expulsion nor suspend a student in grades K-12 for disrupting school activities or otherwise willfully defying the authority of school personnel in the performance of their duties (Education Code 48901.1)

6. Upon request, provide a student who is suspended for two or more days with the homework assigned during the period of suspension (Education Code 47606.2, 48913.5)

Student and Parent/Guardian Records

1. Not collect or solicit social security numbers or the last four digits of social security numbers from students or their parents/guardians unless otherwise required to do so by state or federal law (Education Code 49076.7)

2. Upon written request, not include the directory information of a student or the personal information of a parent/guardian, as defined, in the minutes of a meeting of the governing body (Education Code 49073.2)

3. If a student subject to compulsory full-time education is expelled or leaves the charter school without graduating or completing the school year for any reason, notify the Superintendent of the school district of the student's last known address within 30 days and, upon request, provide that district with a copy of the student's cumulative record, including a transcript of grades or report card, and health information (Education Code 47605, 47605.6)

4. If the charter school serves high school students, submit to the Student Aid Commission (CSAC), for use in the Cal Grant program, the grade point average (GPA) of all students in grade 12 and verification of high school graduation or its equivalent for students who graduated in the prior academic year

   However, such information shall not be submitted when students opt out or are permitted by the rules of CSAC to provide test scores in lieu of the GPA. (Education Code 69432.9, 69432.92)

5. Update, and reissue if requested, a former student's records to include the student's updated legal name or gender, upon receipt of government-issued documentation of a change of name or gender or, if such documentation is not available, upon request in accordance with the procedure in Education Code 49070 (Education Code 49062.5, 49070)

Facilities

1. Comply with the California Building Standards Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located, unless the charter school facility meets either of the following conditions: (Education Code 47610, 47610.5)

   a. The facility complies with the Field Act pursuant to Education Code 17280-17317 and 17365-17374

   b. The facility is exclusively owned or controlled by an entity that is not subject to the California Building Standards Code, including, but not limited to, the federal government

2. If the charter school serves students in any of grades 3-12, 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, all-gender restrooms, and in at least one men's restroom (Education Code 35292.6)

Finance

1. Promptly respond to all reasonable inquiries from the county office of education (COE) or the Superintendent of Public Instruction (SPI), including, but not limited to, inquiries regarding the charter school's financial records (Education Code 47604.3)

2. Maintain written contemporaneous records that document all student attendance and make these records available for audit and inspection (Education Code 47612.5)

3. Identify and report to the SPI any portion of the charter school's average daily attendance that is generated through nonclassroom-based instruction, including, but not limited to, independent study, home study, work

study, and distance and computer-based education (Education Code 47612.5, 47634.2; 5 CCR 11963.2)

4. Annually prepare and submit financial reports to the County Board of Education and the County Superintendent in accordance with the following reporting cycle:

    a. By July 1, a preliminary budget for the current fiscal year

        For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement. (Education Code 47604.33)

    b. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31 (Education Code 47604.33)

    c. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31 (Education Code 47604.33)

    d. By September 15, a final unaudited report for the full prior year

        The report submitted to the County Board shall include an annual statement of all the charter school's receipts and expenditures for the preceding fiscal year. (Education Code 42100, 47604.33)

    e. By December 15, a copy of the charter school's annual, independent financial audit report for the preceding fiscal year, unless the charter school's audit is encompassed in the COE's audit

        The audit report shall also be submitted to the State Controller and CDE. (Education Code 47605, 47605.6)

5. If the charter school receives state facilities funding pursuant to the Leroy F. Greene School Facilities Act (Education Code 17070.10-17079.30), annually report a detailed list of all expenditures of state funds, and of the school's matching funds for completed projects, and submit an audit of completed facilities projects within one year of project completion (Education Code 41024)

Accountability

1. Annually adopt a school accountability report card (Education Code 33126, 47612; California Constitution, Article 16, Section 8.5)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Federal References	Description
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
20 USC 6311	State plan
20 USC 7221-7221j	Charter schools
34 CFR 200.1-200.79	Accountability
42 USC 11431-11435	McKinney-Vento Homeless Assistance Act

Management Resources References	Description
Attorney General Opinion	79 Ops.Cal.Atty.Gen. 155 (1996)
Attorney General Opinion	72 Ops.Cal.Atty.Gen 25 (1989)
Attorney General Opinion	101 Ops.Cal.Atty.Gen. 92 (2018)
Attorney General Opinion	104 Ops.Cal.Atty.Gen. 66 (2021)
Attorney General Opinion	89 Ops.Cal.Atty.Gen. 166 (2006)
Attorney General Opinion	80 Ops.Cal.Atty.Gen. 52 (1997)

Management Resources References	Description
Attorney General Opinion	78 Ops.Cal.Atty.Gen. 297 (1995)
CA Office of Administrative Hearings Decisions	Student v. Horizon Instructional Systems Charter School (2012) OAH Case No. 2011060763
California Charter Authorizing Professionals Pub	Memorandum of Understanding (MOU) Resource, September 2022
California Department of Education Publication	Model Youth Suicide Prevention Policy
California Department of Education Publication	Pupil Fees, Deposits, and Other Charges, Fiscal Management Advisory 20-01, July 23, 2020
California Department of Education Publication	California School Accounting Manual
California Dept. of Pesticide Reg. Publication	School District Integrated Pest Management Plan Template
California Interscholastic Federation Publication	Pursuing Victory with Honor, 1999
Court Decision	Ridgecrest Charter School v. Sierra Sands Unified School District (2005) 130 Cal.App.4th 986
CSBA Publication	Uncharted Waters: Recommendations for Prioritizing Student Achievement and Effective Governance in California's Charter Schools, September 2018
CSBA Publication	Charter Schools in Focus, Issue 2: Ensuring Effective Oversight, Governance Brief, October 2017
CSBA Publication	Charter Schools: A Guide for Governance Teams, rev. 2016
U.S. Department of Education Guidance	Charter Schools Program: Title V, Part B of the ESEA, Nonregulatory Guidance, January 2014
Website	CSBA District and County Office of Education Legal Services
Website	National Suicide Prevention Lifeline
Website	National Domestic Violence Hotline
Website	California State Teachers Retirement System
Website	California State Controller
Website	California Public Employees Retirement System
Website	California Department of General Services, Office of Administrative Hearings
Website	California Commission on Teacher Credentialing
Website	California Commission on Peace Officer Standards and Training
Website	California Bureau of Security and Investigative Services
Website	U.S. Department of Education
Website	U.S. Department of Agriculture
Website	National Association of Charter School Authorizers
Website	CSBA
Website	California Student Aid Commission
Website	California Office of the Attorney General
Website	California Interscholastic Federation
Website	California Department of Pesticide Regulation
Website	California Department of Education, Charter Schools
Website	California Charter Schools Association

State References	Description
5 CCR 11700.1-11705	Independent study

State References	Description
5 CCR 11960-11969.10	Charter schools
5 CCR 15497.5	Local control and accountability plan template
5 CCR 4600-4670	Uniform complaint procedures
Business and Professions Code 7583.45	Training for security officers
CA Constitution Article 16, Section 8.5	Public finance; school accountability report card
CA Constitution Article 9, Section 5	Common school system
Corp. Code 5110-6910	Nonprofit public benefit corporations
Ed. Code 1006	Prohibition against school district employees serving on county board of education
Ed. Code 17070.10-17079.30	Leroy F. Greene School Facilities Act
Ed. Code 17280-17317	Field Act; approval of plans and supervision of construction
Ed. Code 17365-17374	Field Act; fitness for occupancy; liability of board members
Ed. Code 215	Suicide prevention policies
Ed. Code 215.5	Student identification cards; inclusion of safety hotlines
Ed. Code 220	Prohibition of discrimination
Ed. Code 221.61	Posting of Title IX information on website
Ed. Code 221.9	Sex equity in competitive athletics
Ed. Code 222	Reasonable accommodations; lactating students
Ed. Code 222.5	Pregnant and parenting students; notification of rights
Ed. Code 231.5-231.6	Sexual harassment policy
Ed. Code 234.4	Mandated policy on bullying prevention
Ed. Code 234.6	Bullying and harassment prevention information
Ed. Code 234.7	Student protections related to immigration and citizenship status
Ed. Code 32282	School safety plans
Ed. Code 32283.5	Bullying; online training
Ed. Code 33353	California Interscholastic Federation incident tracking
Ed. Code 33479-33479.9	The Eric Parades Sudden Cardiac Arrest Prevention Act
Ed. Code 35120	Student board membership
Ed. Code 35179.4-35179.6	Interscholastic athletic programs, safety; swimming pool safety that is not part of interscholastic athletic program
Ed. Code 35183.1	Graduation ceremonies; tribal regalia or recognized object of religious/cultural significance
Ed. Code 35292.6	Stocking of menstrual products
Ed. Code 35330	Field trips and excursions; student fees
Ed. Code 38001.5	Training for security officers
Ed. Code 38080-38086	School meals
Ed. Code 39831.3	Transportation safety plan
Ed. Code 39843	Disciplinary action against bus driver; report to Department of Motor Vehicles
Ed. Code 41024	Report of expenditure of state facility funds
Ed. Code 42100	Annual statement of receipts and expenditures
Ed. Code 44030.5	Reporting change in employment status due to alleged misconduct

State References	Description
Ed. Code 44237	Criminal record summary
Ed. Code 44691	Information on detection of child abuse; annual training
Ed. Code 44830.1	Certificated employees; conviction of a violent or serious felony
Ed. Code 45122.1	Classified employees; conviction of a violent or serious felony
Ed. Code 45125.1	Criminal records summary; employees of contracting entity
Ed. Code 46015	Accommodations for pregnant and parenting students; parental leave
Ed. Code 46390-46393	Emergency average daily attendance
Ed. Code 47600-47616.7	Charter Schools Act of 1992
Ed. Code 47634.2	Nonclassroom-based instruction
Ed. Code 47640-47647	Special education funding for charter schools
Ed. Code 47651	Apportionment of funds; charter schools
Ed. Code 48000	Minimum age of admission for kindergarten; transitional kindergarten
Ed. Code 48010-48011	Minimum age of admission; first grade
Ed. Code 48206.3-48208	Students with temporary disabilities; individual instruction
Ed. Code 48850-48859	Education of foster youth and homeless students
Ed. Code 48900	Suspensions
Ed. Code 48901.1	Suspension and expulsion; willful defiance
Ed. Code 48907	Students' exercise of free expression; rules and regulations
Ed. Code 48913.5	Suspended students; homework assignments
Ed. Code 48950	Freedom of speech and other communication
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 49005-49006.4	Seclusion and restraint
Ed. Code 49011	Student fees
Ed. Code 49014	Public School Fair Debt Collection Act
Ed. Code 49061	Student records; definitions
Ed. Code 49062.5	Student records; name or gender change
Ed. Code 49070	Challenging student records
Ed. Code 49073.2	Privacy of student and parent/guardian personal information; minutes of board meeting
Ed. Code 49076.7	Student records; data privacy; social security numbers
Ed. Code 49110	Authority to issue work permits
Ed. Code 49381	Human trafficking prevention
Ed. Code 49406	TB risk assessment
Ed. Code 49414	Epinephrine auto-injectors
Ed. Code 49414.3	Administration of opioid antagonist
Ed. Code 49428	Notification of mental health services
Ed. Code 49430-49434	The Pupil Nutrition, Health, and Achievement Act of 2001
Ed. Code 49431.9	Prohibition of advertisement of non-nutritious foods
Ed. Code 49475	Health and safety; concussions and head injuries

State References	Description
Ed. Code 49501.5	Free breakfast and lunch to all students
Ed. Code 49557.5	Child Hunger Prevention and Fair Treatment Act of 2017
Ed. Code 49564	Meals for needy students
Ed. Code 49564.3	Provision of federal universal meal service
Ed. Code 49603	Employer campus access
Ed. Code 49700-49701	Education of children of military families
Ed. Code 51224.7	Mathematics placement policy
Ed. Code 51225.1-51225.2	Exemption from local graduation requirements; acceptance of coursework
Ed. Code 51225.3	High school graduation requirements
Ed. Code 51225.6	Instruction in cardiopulmonary resuscitation
Ed. Code 51225.7-51225.8	Completion and submission of the Free Application for Federal Student Aid and California Dream Act Application
Ed. Code 51413	Diploma of graduation without passage of high school exit examination
Ed. Code 51744-51749.6	Independent study
Ed. Code 51925-51929	Mandatory mental health education
Ed. Code 51930-51939	California Healthy Youth Act
Ed. Code 52052	Accountability; numerically significant student subgroups
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 52075	Uniform complaint procedures
Ed. Code 52770	Career fairs
Ed. Code 56026	Special education
Ed. Code 56040.3	Availability of assistive technology devices
Ed. Code 56145-56146	Special education services in charter schools
Ed. Code 56365-56366.12	Nonpublic, nonsectarian schools
Ed. Code 60600-606489	Assessment of academic achievement
Ed. Code 64000	Categorical programs included in consolidated application
Ed. Code 64001	School plan for student achievement; consolidated application programs
Ed. Code 65000-65001	School site councils
Ed. Code 69432.9-69432.92	Cal Grant program; notification of grade point average and high school graduation
Gov. Code 1090-1099	Prohibitions applicable to specified officers
Gov. Code 3540-3549.3	Educational Employment Relations Act
Gov. Code 54950-54963	The Ralph M. Brown Act
Gov. Code 7920.000-7930.215	California Public Records Act
Gov. Code 81000-91014	Political Reform Act of 1974
H&S Code 104420	Tobacco Use Prevention Education grant program
H&S Code 104559	Tobacco-free schools
Lab. Code 1198.5	Personnel records related to performance and grievance
Pen. Code 1192.7	Definition of serious felony
Pen. Code 667.5	Definition of violent felony
Veh. Code 28160	Child safety alert system

Cross References	Description
0420.4	Authorization Of County Charter Schools
0420.43	Revocation Of County Charter Schools
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1312.3-E(3)	Uniform Complaint Procedures
1431	Waivers

County Board Policy 0410: Nondiscrimination In County Office Programs And Activities

Status: ADOPTED

Original Adopted Date: 01/01/2019 **| Last Revised Date:** 07/01/2024 **| Last Reviewed Date:** 07/01/2024

This policy shall apply to all acts related to a school activity or school attendance and to all acts of the County Board of Education and the County Superintendent of Schools in enacting policies and procedures that govern the county office of education (COE).

The County Board is committed to providing equal opportunity for all individuals in COE programs and activities. COE programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race; color; ancestry; nationality; national origin; immigration status; ethnic group identification; ethnicity; age; religion; pregnancy, childbirth, termination of pregnancy, or lactation, including related medical conditions and recovery; parental, family or marital status; reproductive health decisionmaking; physical or mental disability; medical condition; sex; sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; veteran or military status; or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

All individuals shall be treated equitably in the receipt of services in COE programs and activities. Personally identifiable information collected in the implementation of any COE program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of that program, except when the County Board or, when applicable, the County Superintendent authorizes its use for another purpose in accordance with law. Resources and data collected by the COE shall not be used, directly or by others, to compile a list, registry, or database of individuals based on any of the categories identified above.

COE programs and activities shall be free of any discriminatory use, selection, or rejection of textbooks, instructional materials, library books, or similar educational resources.

The use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be rejected or prohibited by the County Board or COE on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

Additionally, the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be adopted by the County Board or COE if the use would subject a student to unlawful discrimination as specified in Education Code 220. (Education Code 244)

COE programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

Annually, COE facilities, programs, and activities shall be reviewed to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing COE programs and activities, including the use of facilities. Prompt and reasonable actions shall be taken to remove any identified barrier.

Except for allegations of sex discrimination or sex-based harassment, allegations of unlawful discrimination in COE programs and activities shall be investigated and resolved in accordance with law, County Board policy on uniform complaint procedures, and related County Superintendent-approved procedures. Complaints alleging sex discrimination, including sex-based harassment, shall be investigated and resolved in accordance with 34 CFR 106.44 and 106.45.

Pursuant to 34 CFR 104.8 and 106.8, students, parents/guardians, applicants for admission, and the public shall be

notified about the County Board's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual parental notification distributed pursuant to Education Code 48980 and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by the COE. The notification shall also be posted on the COE's website and social media and in COE program sites and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

In addition, the annual parental notification shall inform parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, including information on educational rights issued by the California Attorney General. Alternatively, such information may be provided through any other cost-effective means determined by the County Superintendent or designee. (Education Code 234.7)

The County Board's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language. (Education Code 48985; 20 USC 6312)

Access for Individuals with Disabilities

COE programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. When structural changes to existing COE facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, a transition plan shall be developed that sets forth the steps for completing the changes.

The County Superintendent has designated the following ADA Coordinator to receive requests for accommodation and to receive and investigate complaints regarding access to COE facilities, programs, services and activities: (28 CFR 35.107)

_____
(title or position)
_____
(address)
_____
(telephone number)
_____
(email)

The COE shall ensure that COE's web and mobile applications comply with technical standards prescribed by law, and as necessary, shall provide appropriate auxiliary aids and services to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of COE services, programs, or activities. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to COE websites, notetakers, written materials, taped text, and Braille or large-print materials.

Individuals with disabilities shall notify the ADA Coordinator if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a COE and school-sponsored functions, programs, or meetings.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Federal References	Description
20 USC 1400-1482	Individuals with Disabilities Education Act
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
20 USC 2301-2414	Strengthening Career and Technical Education for the 21st Century Act

Federal References	Description
20 USC 6311	State plan
20 USC 6312	Local educational agency plan
28 CFR 35.101-35.190	Americans with Disabilities Act
28 CFR 35.107	Designation of responsible employee and adoption of grievance procedures
28 CFR 35.136	Service animals
28 CFR 35.150-35.151	Program accessibility; facilities
28 CFR 35.160	Effective communications
28 CFR 36.303	Nondiscrimination on the basis of disability; public accommodations; auxiliary aids and services
29 USC 794	Rehabilitation Act of 1973, Section 504
34 CFR 100.1-100.13	Nondiscrimination in federal programs; effectuating Title VI
34 CFR 104.1-104.39	Section 504 of the Rehabilitation Act of 1973
34 CFR 106.1-106.82	Discrimination on the basis of sex; effectuating Title IX
42 USC 12101-12213	Americans with Disabilities Act
42 USC 2000d-2000d-7	Title VI, Civil Rights Act of 1964
42 USC 2000e-2000e-17	Title VII, Civil Rights Act of 1964, as amended
42 USC 2000h-2-2000h-6	Title IX of the Civil Rights Act of 1964

Management Resources References	Description
CA Department of Health Care Services Publication	Policy and Procedures Letter No. 21-017R, December 2021
CA Department of Health Care Services Publication	Policy and Procedures Letter No. 23-004, February 2023
CA Office of the Attorney General Publication	Guidance to School Officials re: Legal Requirements for Providing Inclusive Curricula and Books, January 2024
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018
CSBA Publication	Reference: State Roles, Responsibilities, and Process for Instructional Materials Adoption, February 2024
CSBA Publication	Fact Sheet: Instructional Materials Adoption: Local governing board responsibilities, February 2024
CSBA Publication	Instructional Materials Adoptions: State and local governing board processes, roles, and responsibilities, February 2024
CSBA Publication	Parental and Student Rights in Relation to Transgender and Gender Nonconforming Students, Recently Asked Questions, August 2023
CSBA Publication	Legal Guidance on Rights of Transgender and Gender Nonconforming Students in Schools, October 2022
Federal Register	Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, April 29, 2024, Vol. 89, No. 83, pages 33474-33896
U.S. Department of Education Publication	Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools, May 2023
U.S. DOE, Office for Civil Rights Publication	Dear Colleague Letter: Harassment and Bullying, October 2010

Management Resources References	Description
U.S. DOE, Office for Civil Rights Publication	Dear Colleague Letter: Protecting Students from Discrimination, such as Harassment, Based on Race, Color, or National Origin, Including Shared Ancestry or Ethnic Characteristics, May 2024
U.S. DOE, Office for Civil Rights Publication	Dear Colleague Letter: Discrimination, Including Harassment, Based on Shared Ancestry or Ethnic Characteristics, November 2023
U.S. DOE, Office for Civil Rights Publication	Dear Colleague Letter: Frequently Asked Questions About the June 29, 2010, Dear Colleague Letter, May 26, 2011
U.S. DOE, Office for Civil Rights Publication	Supporting Transgender Youth in School, June 2021
U.S. DOE, Office for Civil Rights Publication	Dear Colleague Letter: Race and School Programming, August 2023
U.S. DOE, Office for Civil Rights Publication	Dear Colleague Letter: Electronic Book Readers, June 29, 2010
U.S. DOJ & DOE Civil Rights Joint Publication	Dear Colleague Letter: Resource on Confronting Racial Discrimination in Student Discipline, May 2023
U.S. DOJ, Civil Rights Division Publication	Fact Sheet: New Rule on the Accessibility of Web Content and Mobile Apps Provided by State and Local Governments, April 2024
US Dept of Justice, Civil Rights Div. Publication	Accessibility of State and Local Government Websites to People with Disabilities, February 2020
US Dept of Justice, Civil Rights Div. Publication	Guidance on Web Accessibility and the ADA, March 2022
US Dept of Justice, Civil Rights Div. Publication	2010 ADA Standards for Accessible Design, September 2010
Website	World Wide Web Consortium, Web Accessibility Initiative
Website	California Civil Rights Department
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Justice, Civil Rights Division, Americans with Disabilities Act
Website	U.S. Department of Education, Office for Civil Rights
Website	Pacific ADA Center
Website	CSBA
Website	California Safe Schools Coalition
Website	California Office of the Attorney General
Website	California Department of Health Care Services
Website	California Department of Education
World Wide Web Consortium Publication	Web Content Accessibility Guidelines, December 2008

State References	Description
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4900-4965	Nondiscrimination in elementary and secondary education programs
Ed. Code 200-270	Educational equity; prohibition of discrimination on the basis of sex
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 51007	Legislative intent; state policy
Ed. Code 51204.5	Social sciences instruction; contributions of specified groups
Ed. Code 51501	Nondiscriminatory subject matter
Ed. Code 60010	Instructional materials; definition
Ed. Code 60040-60052	Requirements for instructional materials

State References	Description
Gov. Code 11000	Definitions
Gov. Code 11135	Unlawful discrimination
Gov. Code 12900-12996	Fair Employment and Housing Act
Gov. Code 54953	Meetings; Americans with Disabilities Act accessibility
Gov. Code 54953.2	Brown Act compliance with Americans with Disabilities Act
Gov. Code 8310.3	California Religious Freedom Act
Pen. Code 422.55	Definition of hate crime
Pen. Code 422.6	Crimes, harassment

Cross References	Description
0430	Comprehensive Local Plan For Special Education
0430	Comprehensive Local Plan For Special Education
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1312.3-E(3)	Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4-E(1)	Williams Uniform Complaint Procedures
1312.4-E(2)	Williams Uniform Complaint Procedures
3551	Food Service Operations/Cafeteria Fund
3551	Food Service Operations/Cafeteria Fund
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
3555	Nutrition Program Compliance
3555-E(1)	Nutrition Program Compliance
4161.8	Family Care And Medical Leave
4261.8	Family Care And Medical Leave
4361.8	Family Care And Medical Leave
5131.2	Bullying
5131.2	Bullying
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.7	Sex Discrimination and Sex-Based Harassment
5145.7-E(1)	Sex Discrimination and Sex-Based Harassment
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E(1)	Education For Homeless Children
6173-E(2)	Education For Homeless Children
6173.1	Education For Foster Youth

Cross References	Description
6173.1	Education For Foster Youth
9150	Student Board Members
9320	Meetings And Notices
9322	Agenda/Meeting Materials

County Board Policy 1312.3: Uniform Complaint Procedures

Status: ADOPTED

Original Adopted Date: 01/01/2021 **| Last Revised Date:** 07/01/2024 **| Last Reviewed Date:** 07/01/2024

The County Board of Education recognizes that the county office of education (COE) has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing its educational programs. The County Board encourages the early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the County Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and any related procedures approved by the County Superintendent of Schools.

Complaints Subject to UCP

The COE's uniform complaint procedures (UCP) shall be used to investigate and resolve complaints regarding the following programs and activities:

1. Accommodations for pregnant and parenting students (Education Code 46015)
2. Adult education programs (Education Code 8500-8538, 52334.7, 52500-52617)
3. After School Education and Safety programs (Education Code 8482-8484.65)
4. Agricultural career technical education (Education Code 52460-52462)
5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)
6. Child care and development programs (Education Code 8200-8488)
7. Compensatory education (Education Code 54400)
8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.10-299.12)
9. Course periods without educational content (Education Code 51228.1-51228.3)
10. Discrimination, harassment, intimidation, or bullying in COE programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, physical or mental disability, medical condition, or genetic information; any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55; based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

    Discrimination includes, but is not limited to, the County Board's refusal to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library, on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. Additionally, discrimination includes, but is not limited to, the County Board's adoption or approval of use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library if the use would subject a student to unlawful discrimination pursuant to Education Code 220. A complaint alleging such unlawful discrimination may, in addition to or in lieu of being filed with the COE, be directly filed with the Superintendent of Public Instruction (SPI). (Education Code 243, 244)

    The UCP shall not be used to investigate and resolve employment discrimination complaints. (5 CCR 4611)

11. Educational and graduation requirements for students in foster care, students experiencing homelessness, students from military families, students formerly in a juvenile court school, students who are migratory, and newcomer students (Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)

12. Every Student Succeeds Act (Education Code 52059.5; 20 USC 6301 et seq.)
13. Local control and accountability plan (Education Code 52075)
14. Migrant education (Education Code 54440-54445)
15. Physical education instructional minutes (Education Code 51210, 51222, 51223)
16. Student fees (Education Code 49010-49013)
17. Reasonable accommodations to a lactating student (Education Code 222)
18. Regional occupational centers and programs (Education Code 52300-52334.7)
19. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)
20. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)
21. State preschool programs (Education Code 8207-8225)
22. State preschool health and safety issues in license-exempt programs (Education Code 8212)
23. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
24. Any other state or federal educational program the SPI or designee deems appropriate

The County Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process for resolving a complaint in a manner that is acceptable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint where there is a reasonable risk that a party to the mediation would feel compelled to participate. The use of ADR shall be consistent with federal, state, and local laws and regulations.

All complainants shall be protected from retaliation, and the confidentiality of the parties shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the identity of the complainant, and/or the subject of the complaint if different from the complainant, shall remain confidential when appropriate and as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to UCP is included in a UCP complaint, the non-UCP allegation shall be referred to the appropriate staff or agency and the UCP-related allegation(s) shall be investigated, if appropriate, through the COE's UCP.

Training shall be provided to staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and any accompanying administrative regulation or exhibit.

Records of all UCP complaints and the investigations of those complaints are to be maintained in accordance with applicable law and County Superintendent policies and procedures.

Non-UCP Complaints

The following complaints shall not be subject to the COE's UCP but shall be investigated and resolved by the specified agency or through an alternative process:

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division or the appropriate law enforcement agency (5 CCR 4611)

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to the Department of Social Services (5 CCR 4611)

3. Any complaint alleging that a student, while in an education program or activity, was subjected to conduct known to the COE that may reasonably constitute sex discrimination under Title IX, including sex-based harassment, as defined in 34 CFR 106.2

   Discrimination on the basis of sex includes sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; pregnancy, childbirth, termination of pregnancy, or lactation, including related medical conditions or recovery; and parental, marital, and family status. Such a complaint shall be addressed through the federal Title IX complaint procedures adopted pursuant to 34 CFR 106.44-106.45. (34 CFR 106.2, 106.10, 106.11, 106.44)

4. Except for complaints alleging sex discrimination, including sex-based harassment, any complaint alleging employment discrimination or harassment shall be referred to the County Superintendent for investigation using COE procedures, including the right to file the complaint with the California Civil Rights Department

   Employment complaints alleging sex discrimination, including sex-based harassment, shall be investigated and resolved as specified in 34 CFR 106.44 and 106.45.

5. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education (FAPE), failure or refusal to implement a due process hearing order to which the COE is subject, or a physical safety concern that interferes with the COE's provision of FAPE shall be submitted to the California Department of Education (CDE) (5 CCR 3200-3205)

6. Any complaint alleging noncompliance of the COE's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with Board Policy 3555 - Nutrition Program Compliance (5 CCR 15580-15584)

7. Any allegation of discrimination based on race, color, national origin, sex, age, or disability in the COE's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with Board Policy 3555 - Nutrition Program Compliance (5 CCR 15582)

8. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with Board Policy 1312.4 - Williams Uniform Complaint Procedures and applicable administrative regulations (Education Code 35186)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Federal References	Description
20 USC 1221	Application of laws
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
20 USC 6301-6576	Title I Improving the Academic Achievement of the Disadvantaged
20 USC 6801-7014	Title III language instruction for limited English proficient and immigrant students
28 CFR 35.107	Designation of responsible employee and adoption of grievance procedures
29 USC 794	Rehabilitation Act of 1973, Section 504
34 CFR 100.3	Prohibition of discrimination on basis of race, color or national origin
34 CFR 104.7	Designation of responsible employee for Section 504

Federal References	Description
34 CFR 106.1-106.82	Nondiscrimination on the basis of sex in education programs
34 CFR 106.30	Definitions
34 CFR 106.44	Response to notice of sexual harassment
34 CFR 106.45	Title IX sexual harassment complaint procedures
34 CFR 106.8	Designation of responsible employee and adoption of grievance procedures
34 CFR 110.25	Prohibition of discrimination based on age
34 CFR 99.1-99.67	Family Educational Rights and Privacy Act
42 USC 11431-11435	McKinney-Vento Homeless Assistance Act
42 USC 12101-12213	Americans with Disabilities Act
42 USC 2000d-2000d-7	Title VI and Title VII Civil Rights Act of 1964, as amended
42 USC 2000h-2-2000h-6	Title IX of the Civil Rights Act of 1964
42 USC 6101-6107	Age Discrimination Act of 1975

Management Resources References	Description
CA Office of the Attorney General Publication	Guidance to School Officials re: Legal Requirements for Providing Inclusive Curricula and Books, January 2024
California Department of Education Publication	Uniform Complaint Procedure 2020-21 Program Instrument
California Department of Education Publication	Sample UCP Board Policies and Procedures
CSBA Publication	Reference: State Roles, Responsibilities, and Process for Instructional Materials Adoption, February 2024
CSBA Publication	Fact Sheet: Instructional Materials Adoption: Local governing board responsibilities, February 2024
CSBA Publication	Instructional Materials Adoptions: State and local governing board processes, roles, and responsibilities, February 2024
Federal Register	Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, April 29, 2024, Vol. 89, No. 83, pages 33474-33896
U.S. DOE, Office for Civil Rights Publication	Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014
U.S. DOJ Publication	Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 2007
Website	Student Privacy Policy Office
Website	U.S. Department of Justice
Website	U.S. Department of Education, Office for Civil Rights
Website	U.S. Department of Agriculture
Website	CSBA
Website	California Department of Social Services
Website	California Department of Fair Employment and Housing
Website	California Department of Education

State References	Description
2 CCR 11023	Harassment and discrimination prevention and correction
5 CCR 15580-15584	Child nutrition programs complaint procedures

State References	Description
5 CCR 3200-3205	Special education compliance complaints
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4680-4687	Williams uniform complaint procedures
5 CCR 4690-4694	Complaints regarding health and safety issues in license-exempt preschool programs
5 CCR 4900-4965	Nondiscrimination in elementary and secondary education programs
Ed. Code 18100-18203	School libraries
Ed. Code 200-270	Educational equity; prohibition of discrimination on the basis of sex
Ed. Code 32280-32289.5	School safety plans
Ed. Code 35186	Williams uniform complaint procedures
Ed. Code 46015	Accommodations for pregnant and parenting students; parental leave
Ed. Code 48645.7	Juvenile court schools
Ed. Code 48853-48853.5	Foster youth
Ed. Code 48900.5	Suspension; other means of correction
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 49010-49014	Student fees
Ed. Code 49060-49079	Student records
Ed. Code 49069.5	Records of foster youth
Ed. Code 49490-49590	Child nutrition programs
Ed. Code 49701	Interstate Compact on Educational Opportunity for Military Children
Ed. Code 51204.5	Social sciences instruction; contributions of specified groups
Ed. Code 51210	Courses of study grades 1-6
Ed. Code 51223	Physical education, elementary schools
Ed. Code 51225.1-51225.2	Exemption from local graduation requirements; acceptance of coursework
Ed. Code 51226-51226.1	Career technical education
Ed. Code 51228.1-51228.3	Course periods without educational content
Ed. Code 51501	Nondiscriminatory subject matter
Ed. Code 52059.5	Statewide system of support
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 52075	Complaint for lack of compliance with local control and accountability plan requirements
Ed. Code 52300-52462	Career technical education
Ed. Code 52500-52617	Adult schools
Ed. Code 54400-54425	Compensatory education programs
Ed. Code 54440-54445	Migrant education
Ed. Code 54460-54529	Compensatory education programs
Ed. Code 59000-59300	Special schools and centers
Ed. Code 60010	Instructional materials; definition
Ed. Code 60040-60052	Requirements for instructional materials
Ed. Code 64000-64001	Consolidated application process; school plan for student achievement
Ed. Code 65000-65001	School site councils

State References	Description
Ed. Code 8200-8498	Child care and development programs
Ed. Code 8500-8538	Adult basic education
Gov. Code 11135	Unlawful discrimination
Gov. Code 12900-12996	Fair Employment and Housing Act
H&S Code 1596.792	California Child Day Care Act; general provisions and definitions
H&S Code 1596.7925	California Child Day Care Act; health and safety regulations
Pen. Code 422.55	Definition of hate crime
Pen. Code 422.6	Crimes, harassment

Cross References	Description
0410	Nondiscrimination In County Office Programs And Activities
0420.41	Oversight Of County Charter Schools
0420.41-E(1)	Oversight Of County Charter Schools
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
1312.4	Williams Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4-E(1)	Williams Uniform Complaint Procedures
1312.4-E(2)	Williams Uniform Complaint Procedures
5131.2	Bullying
5131.2	Bullying
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.7	Sex Discrimination and Sex-Based Harassment
5145.7-E(1)	Sex Discrimination and Sex-Based Harassment
5145.71-E(1)	Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures
5145.71-E(2)	Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
9012	Board Member Electronic Communications
9124	Attorney
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session

Exhibit 1312.3-E(1): Uniform Complaint Procedures Status: ADOPTED

Original Adopted Date: 12/01/2021 | Last Revised Date: 07/01/2024 | Last Reviewed Date: 07/01/2024

Except as may otherwise be specifically provided in other county office of education (COE) policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in the accompanying County Board policy.

Compliance Officers

The COE designates the individual(s), position(s), or unit(s) identified below as responsible for receiving, coordinating, and investigating complaints and for complying with state and federal civil rights laws. The individual(s), position(s), or unit(s) also serve as the compliance officer(s) for handling complaints regarding unlawful discrimination, harassment, intimidation, or bullying.

Executive Director, Human Resources

Siskiyou County Office of Education

609 S. Gold Street, Yreka, CA 96097

530-842-8400

info@siskiyoucoe.net

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent if another compliance officer is assigned to the complaint.

In no instance shall a Compliance Officer be assigned to a complaint in which the Compliance Officer has a bias or conflict of interest that would prohibit the fair investigation or resolution of the complaint. Any complaint against a compliance officer that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the County Superintendent of Schools or designee who shall determine how the complaint will be investigated.

Employees assigned to investigate and resolve complaints shall have training in and be knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program; applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination, harassment, intimidation, or bullying; applicable standards for reaching decisions on complaints; and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the County Superintendent or designee.

The Compliance Officer or, if necessary, an appropriate administrator shall determine whether interim measures are necessary during an investigation and while the result is pending. If interim

measures are determined to be necessary, they shall be implemented and remain in place until it is determined that they are no longer necessary or until the COE issues its final written decision, whichever occurs first.

Notifications

The COE's UCP policy and processes shall be posted in all COE schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

In addition, the County Superintendent or designee shall annually provide written notification of the COE's UCP to students, employees, parents/guardians of COE students, COE school advisory committee members, school advisory committee members, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622)

The notice shall include:

1. A statement that the COE is primarily responsible for compliance with federal and state laws and regulations, including those related to prohibition of unlawful discrimination, harassment, intimidation, or bullying against any protected group, and a list of all programs and activities that are subject to UCP as identified in "Complaints Subject to UCP" in the accompanying County Board policy

2. The title of the position responsible for processing complaints, the identity of the person(s) currently occupying that position if known, and a statement that such persons will be knowledgeable about the laws and programs that they are assigned to investigate

3. A statement that a UCP complaint, except a complaint alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed no later than one year from the date the alleged violation occurred

4. A statement that a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying must be filed no later than six months from the date of the alleged conduct or the date the complainant first obtained knowledge of the facts of the alleged conduct

5. A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the COE's educational program, including curricular and extracurricular activities

6. A statement that a complaint regarding student fees or the local control and accountability plan (LCAP) may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint

7. A statement that the COE will post a standardized notice of the educational and graduation requirements of foster youth, students experiencing homelessness, children of military families, former juvenile court school students now enrolled in the COE, students who are migratory, and newcomer students as specified in Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process

8. A statement that complaints will be investigated in accordance with the COE's UCP and a written decision will be sent to the complainant within 60 days from the receipt of the

complaint, unless this time period is extended by written agreement of the complainant

9. A statement that, for programs within the scope of the UCP as specified in the accompanying County Board policy, the complainant has a right to appeal the COE's investigation report to the California Department of Education (CDE) by filing a written appeal, including a copy of the original complaint and the COE's decision, within 30 calendar days of receiving the COE's decision

10. A statement advising the complainant of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal laws prohibiting discrimination, harassment, intimidation, or bullying, if applicable

11. A statement that copies of the COE's UCP are available free of charge

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 and 34 CFR 106.8 shall be posted on the COE and COE school websites, published in handbooks, catalogs, announcements, bulletins, and application forms, and may be provided through COE-supported social media, if available.

All students and parents/guardians, including students and parents/guardians with limited English proficiency, shall have access to the relevant information provided in the COE's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular COE school speak a single primary language other than English, the COE's UCP policy, regulation, forms, and notices shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the COE shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

Filing of Complaints

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp. If a site administrator not designated as a compliance officer receives a complaint, the site administrator shall notify the compliance officer.

All complaints, except for those that allege sex discrimination, including sex-based harassment, shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, COE staff shall assist in the filing of the complaint. (5 CCR 4600; 34 CFR 106.2)

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging COE violation of applicable state or federal law or regulations governing the programs specified in the accompanying County Board policy may be filed by any individual, public agency, or organization (5 CCR 4600)

2. Any complaint alleging noncompliance with law regarding the prohibition against student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance

   A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the site administrator of the school or with the County Superintendent or designee.

3. A UCP complaint, except for a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying, shall be filed no later than one year from the date the alleged violation occurred (5 CCR 4630)

   For complaints related to the LCAP, the date of the alleged violation is the date when the Superintendent of Public Instruction (SPI) approves the LCAP that was adopted by the County Board of Education. (5 CCR 4630)

4. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying may be filed only by a person who alleges having personally suffered unlawful discrimination, a person who believes that any specific class of individuals has been subjected to unlawful discrimination, or a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying (5 CCR 4630)

5. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination (5 CCR 4630)

   The time for filing may be extended for up to 90 days by the County Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)

6. When a complaint alleging unlawful discrimination, harassment, intimidation, or bullying is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation

7. When a complainant of unlawful discrimination, harassment, intimidation, or bullying or the alleged victim, when not the complainant, requests confidentiality, the compliance officer shall inform the complainant or victim that the request may limit the COE's ability to investigate the conduct or take other necessary action

   When honoring a request for confidentiality, the COE shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

Mediation

Within three business days after receiving the complaint, the compliance officer may informally discuss with all the parties the possibility of using mediation to resolve the complaint. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation,

the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination, harassment, intimidation, or bullying, the compliance officer shall ensure that all parties agree to permit the mediator access to all relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with an investigation of the complaint.

The use of mediation shall not extend the COE's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the COE shall take only the actions agreed upon through the mediation. If mediation is unsuccessful, the COE shall then continue with subsequent steps specified in this administrative regulation.

Investigation of Complaint

The compliance officer shall begin an investigation into the complaint within 10 business days of receiving the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or the complainant's representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. The compliance officer shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform the parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination, harassment, intimidation, or bullying, the compliance officer shall interview the alleged victim(s), any alleged offender(s), and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the COE's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Refusal by the COE to provide the investigator with access to records and/or information related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or any other obstruction of the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

Timeline for Investigation Report

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written investigation report, as described in the section "Investigation Report" below, within 60 calendar days of the COE's receipt of the complaint. (5 CCR 4631)

For any complaint alleging unlawful discrimination, harassment, intimidation, or bullying, the respondent shall be informed of any extension of the timeline agreed to by the complainant.

Investigation Report

For all complaints, the COE's investigation report shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered
2. A conclusion providing a clear determination for each allegation as to whether the COE is in compliance with the relevant law
3. Corrective action(s) whenever the COE finds merit in the complaint, including, when required by law, a remedy to all affected students and parents/guardians and, for a student fees complaint, a remedy that complies with Education Code 49013 and 5 CCR 4600
4. Notice of the complainant's right to appeal the COE's investigation report to CDE, except when the COE has used the UCP to address a complaint not specified in 5 CCR 4610
5. Procedures to be followed for initiating an appeal to CDE

The investigation report may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

In consultation with COE legal counsel, information about the relevant part of an investigation report may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the investigation report or are affected by the complaint, so long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination, harassment, intimidation, or bullying, notice of the investigation report to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient (LEP) student or parent/guardian, then the COE's response, if requested by the complainant, and the investigation report shall be written in English and the primary language in which the complaint was filed.

For complaints alleging unlawful discrimination, harassment, intimidation, or bullying based on state law, the investigation report shall also include a notice to the complainant that:

1. The complainant may pursue available civil law remedies outside of the COE's complaint procedures, including, but not limited to, injunctions, restraining orders or other remedies or orders, 60 calendar days after the filing of an appeal with CDE (Education Code 262.3)

2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law (Education Code 262.3)

3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination

Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or COE environment may include, but are not limited to, actions to reinforce COE policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

For complaints involving retaliation or unlawful discrimination, harassment, intimidation, or bullying, appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

1. Counseling

2. Academic support

3. Health services

4. Assignment of an escort to allow the victim to move safely about campus

5. Information regarding available resources and how to report similar incidents or retaliation

6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim

7. Restorative justice

8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation

For complaints of retaliation or unlawful discrimination, harassment, intimidation, or bullying involving a student as the respondent, appropriate corrective actions that may be provided to the student include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law

2. Parent/guardian conference

3. Education regarding the impact of the conduct on others

4. Positive behavior support

5. Referral to a student success team

6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law

7. Disciplinary action, such as suspension or expulsion, as permitted by law

When an employee is found to have committed retaliation or unlawful discrimination, harassment, intimidation, or bullying, appropriate action shall be taken, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The COE may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/ guardians understand the types of behavior that constitute unlawful discrimination, harassment, intimidation, or bullying, that the COE does not tolerate it, and how to report and respond to it.

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

However, if a complaint alleging noncompliance with the law regarding student fees, deposits, and other charges, physical education instructional minutes, courses without educational content, or any requirement related to the LCAP is found to have merit, the COE shall provide a remedy to all affected students and parents/ guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51222, 51223, 51228.3, 52075)

For complaints alleging noncompliance with the law regarding student fees, the COE, by engaging in reasonable efforts, shall attempt in good faith to identify and fully reimburse all affected students and parents/ guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

Appeals to the California Department of Education

Any complainant who is dissatisfied with the COE's investigation report on a complaint regarding any specified federal or state educational program subject to UCP may file an appeal in writing with CDE within 30 calendar days of receiving the COE's investigation report. (5 CCR 4632)

The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the COE's investigation report for that complaint. The complainant shall specify and explain the basis for the appeal, including at least one of the following: (5 CCR 4632)

1. The COE failed to follow its complaint procedures

2. Relative to the allegations of the complaint, the COE's investigation report lacks material findings of fact necessary to reach a conclusion of law

3. The material findings of fact in the COE's investigation report are not supported by substantial evidence

4. The legal conclusion in the COE's investigation report is inconsistent with the law

5. In a case in which the COE found noncompliance, the corrective actions fail to provide a proper remedy

Upon notification by CDE that the COE's investigation report has been appealed, the County Superintendent or designee shall forward the following documents to CDE within 10 days of the date of notification: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the COE's investigation report
3. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
4. A report of any action taken to resolve the complaint
5. A copy of the COE's UCP
6. Other relevant information requested by CDE

If notified by CDE that the COE's investigation report failed to address allegation(s) raised by the complaint, the COE shall, within 20 days of the notification, provide CDE and the appellant with an amended investigation report that addresses the allegation(s) that were not addressed in the original investigation report. The amended report shall also inform the appellant of the right to separately appeal the amended report with respect to the allegation(s) that were not addressed in the original report. (5 CCR 4632)

Health and Safety Complaints in License-Exempt Preschool Programs

Any complaint regarding health or safety issues in a license-exempt California State Preschool Program (CSPP) shall be addressed through the procedures described in 5 CCR 4690-4694.

In order to identify appropriate subjects of CSPP health and safety issues pursuant to Health and Safety Code 1596.7925, a notice shall be posted in each license-exempt CSPP classroom in the COE notifying parents/ guardians, students, and teachers of the health and safety requirements of Title 5 regulations that apply to CSPP programs pursuant to Health and Safety Code 1596.7925 and the location at which to obtain a form to file any complaint alleging noncompliance with those requirements. For this purpose, the County Superintendent or designee may download and post a notice available from CDE's website. (Education Code 8212; 5 CCR 4691)

The COE's annual UCP notification distributed pursuant to 5 CCR 4622 shall clearly indicate which of its CSPP programs are operating as exempt from licensing and which CSPP programs are operating pursuant to requirements under Title 22 of the Code of Regulations. (5 CCR 4691)

Any complaint regarding specified health or safety issues in a license-exempt CSPP program shall be filed with the preschool program administrator or designee, and may be filed anonymously. The complaint form shall specify the location for filing the complaint, contain a space to indicate whether the complainant desires a response to the complaint, and allow a complainant to add as much text as desired to explain the complaint. (Education Code 8212; 5 CCR 4690)

If it is determined that the complaint is beyond the authority of the preschool program administrator, the matter shall be forwarded to the County Superintendent or designee in a timely manner, not to exceed 10 working days, for resolution. The preschool administrator or the County

Superintendent or designee shall make all reasonable efforts to investigate any complaint within their authority. (Education Code 8212; 5 CCR 4692)

Investigation of a complaint regarding health or safety issues in a license-exempt CSPP program shall begin within 10 days of receipt of the complaint. (Education Code 8212; 5 CCR 4692)

The preschool administrator or designee shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. If the complainant has indicated on the complaint form a desire to receive a response to the complaint, the preschool administrator or County Superintendent's designee shall, within 45 working days of the initial filing of the complaint, report the resolution of the complaint to the complainant and CDE's assigned field consultant. If the preschool administrator makes this report, the information shall be reported at the same time to the County Superintendent or designee. (Education Code 8212; 5 CCR 4692)

If a complaint regarding health or safety issues in a license-exempt CSPP program involves an LEP student or parent/guardian, then the COE's response, if requested by the complainant, and the investigation report shall be written in English and the primary language in which the complaint was filed.

If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the complaint to the County Board at a regularly scheduled hearing and, within 30 days of the date of the written report, may file a written appeal of the COE's decision to the SPI in accordance with 5 CCR 4632. (Education Code 8212; 5 CCR 4693, 4694)

All complaints and responses are public records. (5 CCR 4690)

Summarized data on the nature and resolution of all CSPP health and safety complaints, including the number of complaints by general subject area with the number of resolved and unresolved complaints, shall be reported to the County Board at a regularly scheduled County Board meeting. (5 CCR 4693)

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Federal	Description
20 USC 1221	Application of laws
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
20 USC 6301-6576	Title I Improving the Academic Achievement of the Disadvantaged
20 USC 6801-7014	Title III language instruction for limited English proficient and immigrant students
28 CFR 35.107	Designation of responsible employee and adoption of grievance procedures
29 USC 794	Rehabilitation Act of 1973, Section 504

34 CFR 100.3	Prohibition of discrimination on basis of race, color or national origin
34 CFR 104.7	Designation of responsible employee for Section 504
34 CFR 106.1-106.82	Nondiscrimination on the basis of sex in education programs
34 CFR 106.30	Definitions
34 CFR 106.44	Response to notice of sexual harassment
34 CFR 106.45	Title IX sexual harassment complaint procedures
34 CFR 106.8	Designation of responsible employee and adoption of grievance procedures
34 CFR 110.25	Prohibition of discrimination based on age
34 CFR 99.1-99.67	Family Educational Rights and Privacy Act
42 USC 11431-11435	McKinney-Vento Homeless Assistance Act
42 USC 12101-12213	Americans with Disabilities Act
42 USC 2000d-2000d-7	Title VI and Title VII Civil Rights Act of 1964, as amended
42 USC 2000h-2-2000h-6	Title IX of the Civil Rights Act of 1964
42 USC 6101-6107	Age Discrimination Act of 1975
Management Resources	Description
CA Office of the Attorney General Publication	Guidance to School Officials re: Legal Requirements for Providing Inclusive Curricula and Books, January 2024
California Department of Education Publication	Uniform Complaint Procedure 2020-21 Program Instrument
California Department of Education Publication	Sample UCP Board Policies and Procedures
CSBA Publication	Reference: State Roles, Responsibilities, and Process for Instructional Materials Adoption, February 2024
CSBA Publication	Fact Sheet: Instructional Materials Adoption: Local governing board responsibilities, February 2024
CSBA Publication	Instructional Materials Adoptions: State and local governing board processes, roles, and responsibilities, February 2024
Federal Register	Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, April 29, 2024, Vol. 89, No. 83, pages 33474-33896
U.S. DOE, Office for Civil Rights Publication	Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014
U.S. DOJ Publication	Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 2007
Website	Student Privacy Policy Office

Website	U.S. Department of Justice
Website	U.S. Department of Education, Office for Civil Rights
Website	U.S. Department of Agriculture
Website	CSBA
Website	California Department of Social Services
Website	California Department of Fair Employment and Housing
Website	California Department of Education
State	Description
2 CCR 11023	Harassment and discrimination prevention and correction
5 CCR 15580-15584	Child nutrition programs complaint procedures
5 CCR 3200-3205	Special education compliance complaints
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4680-4687	Williams uniform complaint procedures
5 CCR 4690-4694	Complaints regarding health and safety issues in license-exempt preschool programs
5 CCR 4900-4965	Nondiscrimination in elementary and secondary education programs
Ed. Code 18100-18203	School libraries
Ed. Code 200-270	Educational equity; prohibition of discrimination on the basis of sex
Ed. Code 32280-32289.5	School safety plans
Ed. Code 35186	Williams uniform complaint procedures
Ed. Code 46015	Accommodations for pregnant and parenting students; parental leave
Ed. Code 48645.7	Juvenile court schools
Ed. Code 48853-48853.5	Foster youth
Ed. Code 48900.5	Suspension; other means of correction
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 49010-49014	Student fees
Ed. Code 49060-49079	Student records
Ed. Code 49069.5	Records of foster youth
Ed. Code 49490-49590	Child nutrition programs
Ed. Code 49701	Interstate Compact on Educational Opportunity for Military Children
Ed. Code 51204.5	Social sciences instruction; contributions of specified groups

Ed. Code 51210	Courses of study grades 1-6
Ed. Code 51223	Physical education, elementary schools
Ed. Code 51225.1-51225.2	Exemption from local graduation requirements; acceptance of coursework
Ed. Code 51226-51226.1	Career technical education
Ed. Code 51228.1-51228.3	Course periods without educational content
Ed. Code 51501	Nondiscriminatory subject matter
Ed. Code 52059.5	Statewide system of support
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 52075	Complaint for lack of compliance with local control and accountability plan requirements
Ed. Code 52300-52462	Career technical education
Ed. Code 52500-52617	Adult schools
Ed. Code 54400-54425	Compensatory education programs
Ed. Code 54440-54445	Migrant education
Ed. Code 54460-54529	Compensatory education programs
Ed. Code 59000-59300	Special schools and centers
Ed. Code 60010	Instructional materials; definition
Ed. Code 60040-60052	Requirements for instructional materials
Ed. Code 64000-64001	Consolidated application process; school plan for student achievement
Ed. Code 65000-65001	School site councils
Ed. Code 8200-8498	Child care and development programs
Ed. Code 8500-8538	Adult basic education
Gov. Code 11135	Unlawful discrimination
Gov. Code 12900-12996	Fair Employment and Housing Act
H&S Code 1596.792	California Child Day Care Act; general provisions and definitions
H&S Code 1596.7925	California Child Day Care Act; health and safety regulations
Pen. Code 422.55	Definition of hate crime
Pen. Code 422.6	Crimes, harassment

Cross References

Code	Description
0410	Nondiscrimination In County Office Programs And Activities

0420.41	Oversight Of County Charter Schools
0420.41	Oversight Of County Charter Schools
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
1312.4	Williams Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
5131.2	Bullying
5131.2	Bullying
5145.3	Nondiscrimination/ Harassment
5145.3	Nondiscrimination/ Harassment
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5145.71	Title IX Sexual Harassment Complaint Procedures
5145.71	Title IX Sexual Harassment Complaint Procedures
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
9012	Board Member Electronic Communications
9124	Attorney
9321	Closed Session
9321	Closed Session
9321	Closed Session

County Board Policy 5145.3: Nondiscrimination/Harassment

Status: ADOPTED

Original Adopted Date: 01/01/2019 **| Last Revised Date:** 07/01/2024 **| Last Reviewed Date:** 07/01/2024

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a county office of education (COE) school or program, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the County Board of Education and the County Superintendent of Schools in enacting policies and procedures that govern the COE.

The County Board desires to provide a welcoming, safe, and supportive school environment that allows all students equal access to and opportunities in the COE's academic, extracurricular, and other educational support programs, services, and activities. Unlawful discrimination against a student in any COE school or school activity, including discriminatory harassment, intimidation, and bullying, by anyone, based on any of the following is prohibited: the student's actual or perceived race; color; ancestry; nationality; national origin; immigration status; ethnic group identification; ethnicity; age; religion; pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery; parental, marital, and family status; physical or mental disability; medical condition; sex; sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; or genetic information; or, association with a person or group with one or more of these actual or perceived characteristics.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in any COE school programs or activities or the provision or receipt of educational benefits or services.

Because unlawful discrimination could occur when disciplining students, including suspension and expulsion, discipline shall be enforced in a fair, consistent, and non-discriminatory manner.

The County Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates, participates, or refuses to participate in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The COE shall facilitate students' access to the educational program by publicizing the COE's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the COE's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information shall be posted on the COE's website in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation. (Education Code 234.1, 234.6; 34 CFR 106.8)

Training and/or information on the scope and use of the policy and complaint procedures shall be provided and other measures designed to increase the school community's understanding of the requirements of law related to discrimination shall be taken. The implementation of the district's nondiscrimination policies and practices shall regularly be reviewed and, as necessary, action to remove any identified barrier to student access to or participation in the district's educational program shall be taken. The findings and recommendations shall be reported to the County Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing

effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, County Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

When a student has been suspended, or other means of correction have been implemented against the student for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

When appropriate based on the severity or pervasiveness of the bullying, the parents/guardians of victims and perpetrators shall be notified and law enforcement may be contacted.

Allegations of unlawful discrimination in COE programs and activities shall be brought, investigated, and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures, when required by law. However, complaints alleging sex discrimination, including sex-based harassment, under Title IX shall be investigated and resolved in accordance with the procedures specified in 34 CFR 106.44 and 106.45 and Exhibit 1 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures.

Record-Keeping

A record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be maintained to enable the COE to monitor, address, and prevent repetitive prohibited behavior in COE schools.

Antidiscrimination Measures

The County Board hereby incorporates by reference the policies, procedures, and measures implemented by the County Superintendent to prevent or address unlawful discrimination in COE schools, programs, and activities. COE nondiscrimination policies and practices shall be reviewed regularly, and action shall be taken to remove any identified barriers to student access to or participation in the educational program.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Federal References	Description
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
28 CFR 35.107	Designation of responsible employee and adoption of grievance procedures
29 USC 794	Rehabilitation Act of 1973, Section 504
34 CFR 100.3	Prohibition of discrimination on basis of race, color or national origin
34 CFR 104.7	Designation of responsible employee for Section 504
34 CFR 104.8	Notice
34 CFR 106.30	Discrimination on the basis of sex; definitions
34 CFR 106.44-106.45	Grievance process for formal complaints of sexual harassment
34 CFR 106.8	Designation of responsible employee and adoption of grievance procedures
34 CFR 110.25	Prohibition of discrimination based on age

Federal References	Description
34 CFR 99.31	Disclosure of personally identifiable information
42 USC 12101-12213	Americans with Disabilities Act
42 USC 2000d-2000d-7	Title VI and Title VII Civil Rights Act of 1964, as amended
42 USC 2000h-2-2000h-6	Title IX of the Civil Rights Act of 1964
42 USC 6101-6107	Age Discrimination Act of 1975

Management Resources References	Description
CA Office of the Attorney General Publication	Guidance to School Officials re: Legal Requirements for Providing Inclusive Curricula and Books, January 2024
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018
California Department of Education Publication	California Longitudinal Pupil Achievement Data System (CALPADS) Update FLASH #158: Guidance for Changing a Student's Gender in CALPADS, July 2019
Court Decision	Flores v. Morgan Hill Unified School District (2003) 324 F.3d 1130
Court Decision	Donovan v. Poway Unified School District (2008) 167 Cal.App.4th 567
CSBA Publication	Reference: State Roles, Responsibilities, and Process for Instructional Materials Adoption, February 2024
CSBA Publication	Fact Sheet: Instructional Materials Adoption: Local governing board responsibilities, February 2024
CSBA Publication	Instructional Materials Adoptions: State and local governing board processes, roles, and responsibilities, February 2024
CSBA Publication	Legal Guidance on Rights of Transgender and Gender Nonconforming Students in Schools, October 2022
Federal Register	Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, April 29, 2024, Vol. 89, No. 83, pages 33474-33896
U.S. Department of Education Publication	Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools, May 2023
U.S. Dept of Health & Human Services Publication	Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, August 2013
U.S. DOE Publication	Creating Inclusive and Nondiscriminatory School Environments for LGBTQI+ Students, June 2023
U.S. DOE, Office for Civil Rights Publication	Dear Colleague Letter: Protecting Students from Discrimination, such as Harassment, Based on Race, Color, or National Origin, Including Shared Ancestry or Ethnic Characteristics, May 2024
U.S. DOE, Office for Civil Rights Publication	Dear Colleague Letter: Discrimination, Including Harassment, Based on Shared Ancestry or Ethnic Characteristics, November 2023
U.S. DOE, Office for Civil Rights Publication	Dear Colleague Letter: Addressing Discrimination Against Jewish Students, May 2023
U.S. DOE, Office for Civil Rights Publication	Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973, July 2022
U.S. DOE, Office for Civil Rights Publication	Enforcement of Title IX of the Education Amendments of 1972 With Respect to Discrimination Based on Sexual Orientation and Gender Identity in Light of Bostock v. Clayton County, June 2021

Management Resources References	Description
U.S. DOE, Office for Civil Rights Publication	Questions and Answers on the Title IX Regulations on Sexual Harassment, June 2022
U.S. DOE, Office for Civil Rights Publication	Dear Colleague Letter: Race and School Programming, August 2023
U.S. DOE, Office for Civil Rights Publication	Resolution Agreement Between the Arcadia USD, US Dept of Ed, OCR, & the US DOJ, CRD, (2013) OCR 09-12-1020, DOJ 169-12C-70
U.S. DOE, Office for Civil Rights Publication	Dear Colleague Letter: Harassment and Bullying, October 2010
U.S. DOJ & DOE Civil Rights Joint Publication	Dear Colleague Letter: Resource on Confronting Racial Discrimination in Student Discipline, May 2023
Website	U.S Department of Justice, Civil Rights Division
Website	U.S. Department of Education, Office for Civil Rights
Website	First Amendment Center
Website	CSBA
Website	California Safe Schools Coalition
Website	California Office of the Attorney General
Website	California Interscholastic Federation
Website	California Department of Education

State References	Description
5 CCR 432	Student records
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4900-4965	Nondiscrimination in elementary and secondary education programs
Civ. Code 1714.1	Liability of parent or guardian for act of willful misconduct by a minor
Ed. Code 17585	School modernization project; all-gender restroom
Ed. Code 200-270	Educational equity; prohibition of discrimination on the basis of sex
Ed. Code 33353	California Interscholastic Federation; standardized incident form
Ed. Code 35292.5	School restrooms; all-gender restrooms
Ed. Code 48900.3	Suspension or expulsion for act of hate violence
Ed. Code 48900.4	Suspension or expulsion for threats or harassment
Ed. Code 48900.5	Suspension; other means of correction
Ed. Code 48904	Liability of parent/guardian for willful student misconduct
Ed. Code 48907	Students' exercise of free expression; rules and regulations
Ed. Code 48950	Freedom of speech and other communication
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 49020-49023	Athletic programs
Ed. Code 49060-49079	Student records
Ed. Code 51204.5	Social sciences instruction; contributions of specified groups
Ed. Code 51500	Prohibited instruction or activity
Ed. Code 51501	Nondiscriminatory subject matter
Ed. Code 60010	Instructional materials; definition
Ed. Code 60040-60052	Requirements for instructional materials
Gov. Code 11135	Unlawful discrimination
Pen. Code 422.55	Definition of hate crime

State References	Description
Pen. Code 422.6	Crimes, harassment

Cross References	Description
0410	Nondiscrimination In County Office Programs And Activities
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1312.3-E(3)	Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4-E(1)	Williams Uniform Complaint Procedures
1312.4-E(2)	Williams Uniform Complaint Procedures
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
5111	Admission
5111	Admission
5131.2	Bullying
5131.2	Bullying
5145.7	Sex Discrimination and Sex-Based Harassment
5145.7-E(1)	Sex Discrimination and Sex-Based Harassment
5145.71-E(1)	Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures
5145.71-E(2)	Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth

County Office Regulation 5145.3: Nondiscrimination/ Harassment Status: ADOPTED

Original Adopted Date: 03/01/2022 | Last Revised Date: 07/01/2024 | Last Reviewed Date: 07/01/2024

The County Superintendent of Schools designates the individual(s) identified below as the Compliance Officer(s). The employee(s) is responsible for coordinating the efforts of the County Office of Education (COE) to comply with applicable state and federal civil rights laws and to answer inquiries regarding the COE's nondiscrimination policies. The individual(s) shall also serve as the Compliance Officer(s) specified in the COE's Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination of a student, and the Title IX Coordinator as the responsible employee to handle complaints alleging unlawful sex discrimination and sex-based harassment, as permitted by law. The Coordinator/ Compliance Officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Executive Director, Human Resources

Siskiyou County Office of Education

609 S. Gold Street, Yreka, CA 96097

530-842-8400

info@siskiyoucoe.net

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of COE students at school or in school activities and to ensure equal access of all students to the educational program, the County Superintendent or designee shall implement the following measures:

1. Publicize the COE's nondiscrimination policy and related complaint procedures, including the Compliance Officer's contact information, to students, parents/ guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through COE-supported communications

2. Post the COE's policies and procedures prohibiting discrimination, harassment, student sex-based harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the COE's website in a manner that is easily accessible to parents/ guardians and students (Education Code 234.1, 234.6)

3. Post the definition of sex discrimination and harassment based on sex as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the COE's website in a manner that is easily accessible to parents/ guardians and

students (Education Code 234.6)

4. Post in a prominent location on the COE's website in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex; sex characteristics; sexual orientation; gender; gender identity; pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery; and parental, marital, and family status, including the following: (Education Code 221.6, 221.61, 234.6)

    a. The name and contact information of the COE's Title IX Coordinator, including the phone number and email address

    b. The rights of students and the public and the responsibilities of the COE under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the websites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)

    c. A description of how to file a complaint of noncompliance under Title IX, which shall include:

        i. An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations

        ii. An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on OCR's website

        iii. A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office

    d. A link to the Title IX information included on the California Department of Education's (CDE) website

5. By April 1, 2025, post CDE's standardized incident form to track racial discrimination, harassment, or hazing that occurs at high school sporting games or events, including information on how to submit a completed incident form to the COE (Education Code 33353)

6. Post in a prominent location on the COE's website and include in each handbook, catalog, announcement, bulletin, and application form for students, parents/guardians or other authorized legal representative, and employees, the Title IX notice of nondiscrimination which includes the following: (34 CFR 106.8)

    a. The COE does not discriminate on the basis of sex in any education program or activity that it operates

    b. Inquiries about the application of Title IX may be referred to the COE's Title IX Coordinator and/or OCR

c. The name or title, office and email address, and telephone number of the COE's Title IX Coordinator

d. How to locate the COE's nondiscrimination policy and the COE's grievance procedures for Title IX complaints

e. How to report conduct that may constitute sex discrimination under Title IX

f. How to make a complaint of Title IX sex discrimination

If necessary due to the format or size of any publication specified above, the COE may include only the statement that the COE prohibits sex discrimination in any education program or activity that it operates, that individuals may report concerns or questions to the Title IX Coordinator, and the location of the complete notice on the COE's website.

The COE shall not distribute a publication stating that the COE treats students, employees or applicants differently on the basis of sex, unless such treatment is permitted by Title IX.

7. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families (Education Code 234.5)

   Such resources shall be posted in a prominent location on the COE's website in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

8. Provide to students a handbook that contains age-appropriate information that clearly describes the COE's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior

9. Annually notify all students and parents/guardians of the COE's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students

   The notice shall inform students and parents/guardians that they may request to meet with the Compliance Officer to determine how best to accommodate or resolve concerns that may arise from the COE's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the COE will address any individual student's interests and concerns in private.

10. Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the COE's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand

    If 15 percent or more of students enrolled in a particular school speak a single primary language other than English, the COE's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the COE shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

11. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the COE's nondiscrimination policy; what constitutes

prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them

Such training and information shall include details of guidelines the COE may use to provide a discrimination-free environment for all students.

12. Provide to certificated employees serving students in grades 7-12 information on existing school and community resources related to the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) students, or related to the support of students who may face bias or bullying on the basis of any of the actual or perceived characteristics in Penal Code 422.55, including immigration status; Education Code 220; and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation; or association with a person or group with one or more of these actual or perceived characteristics (Education Code 234.1)

13. For the 2025-2026 school year through the 2029-2030 school year, provide annually to certificated employees serving students in grades 7-12 at least one hour of training to support LGBTQ+ cultural competency in accordance with Education Code 218.3

14. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so (Education Code 234.1)

15. At the beginning of each school year, inform each principal or designee of the COE's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights

Process for Initiating and Responding to Complaints

Students who feel that they have been subjected to unlawful discrimination described above or in COE policy are strongly encouraged to immediately contact the Compliance Officer, Title IX Coordinator, principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the Compliance Officer, Title IX Coordinator, or principal, regardless of whether the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the Compliance Officer, Title IX Coordinator, or principal within one work day, regardless of whether the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a report of unlawful discrimination, including discriminatory harassment, intimidation,

retaliation, or bullying, is made to, or received by, the principal, Compliance Officer, or Title IX Coordinator, the principal, Compliance Officer, or Title IX Coordinator shall notify the student or parent/ guardian of the right to file a formal complaint in accordance with the COE's Uniform Complaint Procedures or, for complaints of sex discrimination, including sex-based harassment the right to initiate the Title IX grievance procedures as specified in Exhibit 1 5145.71-- Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures. Once notified verbally or in writing, the Compliance Officer or Title IX Coordinator shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination involving the principal, Compliance Officer, Title IX Coordinator, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the County Superintendent or designee who shall determine how the complaint will be investigated.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Federal	Description
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
28 CFR 35.107	Designation of responsible employee and adoption of grievance procedures
29 USC 794	Rehabilitation Act of 1973, Section 504
34 CFR 100.3	Prohibition of discrimination on basis of race, color or national origin
34 CFR 104.7	Designation of responsible employee for Section 504
34 CFR 104.8	Notice
34 CFR 106.30	Discrimination on the basis of sex; definitions
34 CFR 106.44-106.45	Grievance process for formal complaints of sexual harassment
34 CFR 106.8	Designation of responsible employee and adoption of grievance procedures
34 CFR 110.25	Prohibition of discrimination based on age
34 CFR 99.31	Disclosure of personally identifiable information
42 USC 12101-12213	Americans with Disabilities Act
42 USC 2000d-2000d-7	Title VI and Title VII Civil Rights Act of 1964, as amended
42 USC 2000h-2-2000h-6	Title IX of the Civil Rights Act of 1964
42 USC 6101-6107	Age Discrimination Act of 1975

Management Resources	Description
CA Office of the Attorney General Publication	Guidance to School Officials re: Legal Requirements for Providing Inclusive Curricula and Books, January 2024
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018
California Department of Education Publication	California Longitudinal Pupil Achievement Data System (CALPADS) Update FLASH #158: Guidance for Changing a Student's Gender in CALPADS, July 2019
Court Decision	Flores v. Morgan Hill Unified School District (2003) 324 F.3d 1130
Court Decision	Donovan v. Poway Unified School District (2008) 167 Cal.App.4th 567
CSBA Publication	Reference: State Roles, Responsibilities, and Process for Instructional Materials Adoption, February 2024
CSBA Publication	Fact Sheet: Instructional Materials Adoption: Local governing board responsibilities, February 2024
CSBA Publication	Instructional Materials Adoptions: State and local governing board processes, roles, and responsibilities, February 2024
CSBA Publication	Legal Guidance on Rights of Transgender and Gender Nonconforming Students in Schools, October 2022
Federal Register	Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, April 29, 2024, Vol. 89, No. 83, pages 33474-33896
U.S. Department of Education Publication	Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools, May 2023
U.S. Dept of Health & Human Services Publication	Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, August 2013
U.S. DOE Publication	Creating Inclusive and Nondiscriminatory School Environments for LGBTQI+ Students, June 2023
U.S. DOE, Office for Civil Rights Publication	Dear Colleague Letter: Protecting Students from Discrimination, such as Harassment, Based on Race, Color, or National Origin, Including Shared Ancestry or Ethnic Characteristics, May 2024
U.S. DOE, Office for Civil Rights Publication	Dear Colleague Letter: Discrimination, Including Harassment, Based on Shared Ancestry or Ethnic Characteristics, November 2023
U.S. DOE, Office for Civil Rights Publication	Dear Colleague Letter: Addressing Discrimination Against Jewish Students, May 2023

U.S. DOE, Office for Civil Rights Publication	Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973, July 2022
U.S. DOE, Office for Civil Rights Publication	Enforcement of Title IX of the Education Amendments of 1972 With Respect to Discrimination Based on Sexual Orientation and Gender Identity in Light of Bostock v. Clayton County, June 2021
U.S. DOE, Office for Civil Rights Publication	Questions and Answers on the Title IX Regulations on Sexual Harassment, June 2022
U.S. DOE, Office for Civil Rights Publication	Dear Colleague Letter: Race and School Programming, August 2023
U.S. DOE, Office for Civil Rights Publication	Resolution Agreement Between the Arcadia USD, US Dept of Ed, OCR, & the US DOJ, CRD, (2013) OCR 09-12-1020, DOJ 169-12C-70
U.S. DOE, Office for Civil Rights Publication	Dear Colleague Letter: Harassment and Bullying, October 2010
U.S. DOJ & DOE Civil Rights Joint Publication	Dear Colleague Letter: Resource on Confronting Racial Discrimination in Student Discipline, May 2023
Website	U.S Department of Justice, Civil Rights Division
Website	U.S. Department of Education, Office for Civil Rights
Website	First Amendment Center
Website	CSBA
Website	California Safe Schools Coalition
Website	California Office of the Attorney General
Website	California Interscholastic Federation
Website	California Department of Education
State	Description
5 CCR 432	Student records
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4900-4965	Nondiscrimination in elementary and secondary education programs
Civ. Code 1714.1	Liability of parent or guardian for act of willful misconduct by a minor
Ed. Code 17585	School modernization project; all-gender restroom
Ed. Code 200-270	Educational equity; prohibition of discrimination on the basis of sex
Ed. Code 33353	California Interscholastic Federation; standardized incident form
Ed. Code 35292.5	School restrooms; all-gender restrooms

Ed. Code 48900.3	Suspension or expulsion for act of hate violence
Ed. Code 48900.4	Suspension or expulsion for threats or harassment
Ed. Code 48900.5	Suspension; other means of correction
Ed. Code 48904	Liability of parent/ guardian for willful student misconduct
Ed. Code 48907	Students' exercise of free expression; rules and regulations
Ed. Code 48950	Freedom of speech and other communication
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 49020-49023	Athletic programs
Ed. Code 49060-49079	Student records
Ed. Code 51204.5	Social sciences instruction; contributions of specified groups
Ed. Code 51500	Prohibited instruction or activity
Ed. Code 51501	Nondiscriminatory subject matter
Ed. Code 60010	Instructional materials; definition
Ed. Code 60040-60052	Requirements for instructional materials
Gov. Code 11135	Unlawful discrimination
Pen. Code 422.55	Definition of hate crime
Pen. Code 422.6	Crimes, harassment

Cross References

Code	Description
0410	Nondiscrimination In County Office Programs And Activities
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
5111	Admission
5111	Admission

5131.2	Bullying
5131.2	Bullying
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5145.71	Title IX Sexual Harassment Complaint Procedures
5145.71	Title IX Sexual Harassment Complaint Procedures
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth

County Board Policy 5145.7: Sex Discrimination and Sex-Based Harassment

Status: ADOPTED

Original Adopted Date: 01/01/2021 **| Last Revised Date:** 07/01/2024 **| Last Reviewed Date:** 07/01/2024

The county office of education (COE) is committed to maintaining a welcoming, safe, and supportive school environment that is free from discrimination and harassment. Sex discrimination, including sex-based harassment, as defined in the accompanying exhibit, targeted at any student, based on the student's actual or perceived sex; sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery; and, parental, marital, and family status in a COE educational program, school, or school-sponsored or school-related activity is prohibited.

Additionally, retaliatory behavior or action against any person who complains or testifies about conduct that reasonably may constitute sex discrimination, including sex-based harassment, reports such conduct, or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy is prohibited. (Education Code 220.1; 34 CFR 106.71)

Students who feel that they are being or have experienced sex discrimination, including sex-based harassment, on school grounds or at a school-sponsored or school-related activity, or off-campus when the conduct has a continuing effect on campus, are strongly encouraged to immediately contact their teacher, the principal or program administrator, the COE's Title IX Coordinator, or any other available school employee.

Any employee who receives a report or observes an incident of sex discrimination, including sex-based harassment, by or against a student in a COE education program or activity shall report the incident to the Title IX Coordinator within one workday.

Once notified of a complaint or allegation of sexual harassment, the Title IX Coordinator shall ensure that it is addressed through the COE's Title IX complaint procedures.

The Title IX Coordinator shall offer and coordinate supportive measures to be provided to the complainant and, if the COE has begun grievance procedures or offered an informal resolution process to the respondent, offer and coordinate supportive measures to be provided to the respondent as deemed appropriate under the circumstances.

All COE staff shall be trained regarding the COE's sex discrimination and sex-based harassment policy, and that all employees receive training related to their duties under Title IX as specified in Administrative Regulation 4119.11/4219.11/4319.11 - Sex Discrimination and Sex-Based Harassment. (34 CFR 106.8)

Instruction/Information

All COE students shall receive age-appropriate information on sex discrimination and sex-based harassment. Such instruction and information shall include:

1. What acts and behavior constitute sex discrimination and sex-based harassment, including the fact that sex discrimination and sex-based harassment could occur between people of the same sex and could involve sexual violence

2. A clear message that students do not have to endure sex discrimination or sex-based harassment under any circumstance

3. Encouragement to report observed incidents of sex discrimination and sex-based harassment even when the alleged victim of the discrimination or harassment has not complained

4. A clear message that student safety is the COE's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sex discrimination or sex-based harassment incident will be addressed separately and will not affect the manner in which the sex discrimination or sex-based

harassment complaint will be received, investigated, or resolved

5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sex discrimination and sex-based harassment allegation that involves a student, whether as the complainant, respondent, or victim of the discrimination or harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students

6. Information about the COE's procedures for investigating complaints and the person(s) to whom a report of sex discrimination and/or sex-based harassment should be made

7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the COE investigation of a sex discrimination or sex-based harassment complaint continues

8. A clear message that, when needed, the COE will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sex discrimination or sex-based harassment and/or other students during an investigation

Disciplinary Actions

Upon completion of an investigation of sex discrimination and/or sex-based harassment, any student found to have engaged in sex discrimination, and/or sex-based harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion pursuant to Education Code 48900.2, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Record-Keeping

Records shall be maintained in accordance with law, including in accordance with 34 CFR 106.8 as specified in Exhibit 1 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures, and COE policies and regulations, of all reported cases of sex-based harassment to enable the COE to monitor, address, and prevent repetitive harassing behavior in COE schools.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Federal References	**Description**
20 USC 1092	Definition of sexual assault
20 USC 1221	Application of laws
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
34 CFR 106.1-106.71	Nondiscrimination on the basis of sex in education programs
34 CFR 106.1-106.82	Nondiscrimination on the basis of sex in education programs
34 CFR 99.1-99.67	Family Educational Rights and Privacy
34 USC 12291	Definition of dating violence, domestic violence, and stalking
42 USC 1983	Civil action for deprivation of rights
42 USC 2000d-2000d-7	Title VI, Civil Rights Act of 1964
42 USC 2000e-2000e-17	Title VII, Civil Rights Act of 1964, as amended

Management Resources References	**Description**
California Department of Education Publication	California Longitudinal Pupil Achievement Data System (CALPADS) Update FLASH #158: Guidance for Changing a Student's Gender in CALPADS, July 2019

Management Resources References	Description
Court Decision	Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736
Court Decision	Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473
Court Decision	Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274
Court Decision	Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130
Court Decision	Donovan v. Poway Unified School District (2008) 167 Cal.App.4th 567
Court Decision	Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447
Court Decision	Davis v. Monroe County Board of Education, (1999) 526 U.S. 629
CSBA Publication	Legal Guidance on Rights of Transgender and Gender Nonconforming Students in Schools, October 2022
CSBA Publication	Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
CSBA Publication	Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Federal Register	Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, April 29, 2024, Vol. 89, No. 83, pages 33474-33896
U.S. DOE, Office for Civil Rights Publication	Sexual Harassment: It's Not Academic, September 2008
U.S. DOE, Office for Civil Rights Publication	Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001
U.S. DOE, Office for Civil Rights Publication	Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016
Website	U.S. Department of Education, Office for Civil Rights
Website	CSBA
Website	California Department of Education

State References	Description
5 CCR 432	Student records
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4900-4965	Nondiscrimination in elementary and secondary education programs
Civ. Code 1714.1	Liability of parent or guardian for act of willful misconduct by a minor
Civ. Code 51.9	Liability for sexual harassment; business, service and professional relationships
Ed. Code 200-270	Educational equity; prohibition of discrimination on the basis of sex
Ed. Code 220.1	Prohibition of retaliation related to educational equity
Ed. Code 220.3	Prohibition of disclosure of information related to student's sexual orientation, gender identity, or gender expression
Ed. Code 220.5	Prohibition of policies requiring disclosure of information related to student's sexual orientation, gender identity, or gender expression
Ed. Code 35292.5	School restrooms; all-gender restrooms
Ed. Code 48900	Grounds for suspension or expulsion; definition of bullying
Ed. Code 48900	Grounds for suspension and expulsion
Ed. Code 48900.2	Additional grounds for suspension or expulsion; sexual harassment
Ed. Code 48904	Liability of parent/guardian for willful student misconduct
Ed. Code 48980	Parent/Guardian notifications

State References	Description
Ed. Code 49060-49079	Student records
Gov. Code 12950.1	Sexual harassment training

Cross References	Description
0410	Nondiscrimination In County Office Programs And Activities
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1312.3-E(3)	Uniform Complaint Procedures
5131.2	Bullying
5131.2	Bullying
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.71-E(1)	Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures
5145.71-E(2)	Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures

Exhibit 5145.7-E(1): Sex Discrimination and Sex-Based Harassment Status: ADOPTED

Original Adopted Date: 08/01/2020 | Last Revised Date: 07/01/2024 | Last Reviewed Date: 07/01/2024

The COE does not discriminate on the basis of sex in any of its programs or activities and complies with Title IX of the Education Amendments of 1972 and its implementing regulations. Sex discrimination, including sex-based harassment, is prohibited in COE education programs and activities.

Definitions

Sex discrimination includes treating a student differently with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services based on the student's sex; sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; pregnancy, childbirth, termination of pregnancy, or lactation, including related medical conditions and recovery; parental, family, or marital status; or the student's association with a person or group with one or more of these actual or perceived characteristics.

Sex discrimination, including sex-based harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct and occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, sex stereotypes, sex characteristics, or other bases specified above. Conduct will constitute sex-based harassment when it takes the form of: (34 CFR 106.2, 106.11)

1. Quid pro quo harassment: A COE employee, agent, or other individual authorized by the COE to provide an aid, benefit, or service in the COE's education program or activity conditioning the provision of COE aid, benefit, or service on a student's participation in unwelcome sexual conduct

2. Hostile environment harassment: Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the COE's education program or activity

   Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sex-based harassment in violation of COE policy if it has a continuing effect on a student's ability to participate in or benefit from

COE educational programs or activities.

3. Sexual assault, dating violence, domestic violence, or stalking as defined in 34 CFR 106.2

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress

2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student

3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment

4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any county office of education (COE) program or activity

Examples of Sex Discrimination and Sex-Based Harassment

Examples of types of conduct which are prohibited and which may constitute sex-based harassment under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions

2. Unwelcome sex-based slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions

3. Graphic verbal comments about an individual's body or overly personal conversation

4. Sex-based jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature

5. Spreading sex-based rumors

6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class

7. Massaging, grabbing, fondling, stroking, or brushing the body

8. Touching an individual's body or clothes in a sexual way

9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex

10. Displaying sexually suggestive objects

11. Sexual assault, sexual battery, or sexual coercion

12. Electronic communications containing comments, words, or images described above

Title IX Coordinator/ Compliance Officer

The County Superintendent of Schools designates the following individual(s) as the responsible employee(s) to coordinate the COE's efforts to comply with Title IX. The individual(s) shall also serve as the Compliance Officer(s) to oversee, investigate, and/ or resolve sex discrimination, including sex-based harassment, complaints under the COE's uniform complaint procedures (UCP). The Title IX Coordinator(s) may be contacted at:

Executive Director, Human Resources

Siskiyou County Office of Education

609 S. Gold Street, Yreka, CA 96097

530-842-8400

info@siskiyoucoe.net

Notifications

To prevent unlawful sex discrimination and sex-based harassment in COE programs and activities, the Superintendent or designee shall provide notifications and implement measures to prevent discrimination and harassment as specified in Administrative Regulation 5145.3 - Nondiscrimination/ Harassment.

In addition to the measures to prevent discrimination specified in Administrative Regulation 5145.3 - Nondiscrimination/ Harassment, a copy of the COE's sex discrimination and sex-based harassment policy and regulation shall:

1. Be displayed in a prominent location in the main administrative building or other area where notices of COE rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

2. Be summarized on a poster which is prominently and conspicuously displayed in each bathroom and locker room at each school

   The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

3. Be provided as part of any orientation program conducted for new and continuing students at the time the student is enrolled or at the beginning of each quarter, semester, or summer session (Education Code 231.5)

4. Appear in any publication that sets forth the program/ school's or COE's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

Reports and Complaints

A student or a student's parent(s)/guardian(s) who believes that the student has been subjected to sex discrimination, including sex-based harassment, in a COE program or activity or who has witnessed sex discrimination, including sex-based harassment, is strongly encouraged to report the incident to the COE's Title IX Coordinator, a teacher, the principal or program administrator, or any other available school employee. Within one workday of receiving such a report, the principal/program administrator or other school employee shall forward the report to the COE's Title IX Coordinator. Any school employee who observes sex discrimination or sex-based harassment shall, within one workday, report the observation to the Title IX Coordinator as specified in the accompanying board policy. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

If the Title IX Coordinator determines a complaint of sex discrimination or sex-based harassment involves off-campus conduct and the conduct may create or contribute to the creation of a hostile school environment, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

Complaint Procedures

All complaints and allegations of sex discrimination and sex-based harassment shall be investigated and resolved in accordance with 34 CFR 106.44 and 106.45 and Exhibit (1) 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures.

Issues Unique to Intersex, Nonbinary, Transgender and Gender-Nonconforming Students

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense, regardless of whether that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Intersex student means a student with natural bodily variations in anatomy, hormones, chromosomes, and other traits that differ from expectations generally associated with female and male bodies.

Nonbinary student means a student whose gender identity falls outside of the traditional conception of strictly either female or male, regardless of whether the student identifies as transgender, was born with intersex traits, uses gender-neutral pronouns, or uses agender, genderqueer, pangender, gender nonconforming, gender variant, or such other more specific term to describe their gender.

Transgender student means a student whose gender identity is different from the gender assigned at birth.

The COE prohibits acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, sex stereotypes, sex characteristics, sexual orientation, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature. Examples of the types of conduct that are prohibited in the COE and which may constitute sex-based hostile environment harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity

2. Disciplining or disparaging a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable

3. Blocking a student's entry to the restroom that corresponds to the student's gender identity

4. Taunting a student because the student participates in an athletic activity more typically favored by a student of the other sex

5. Revealing a student's gender identity to individuals who do not have a legitimate need for the information, without the student's consent

6. Using gender-specific slurs

7. Assaulting a student because of the student's gender, sex characteristic, sexual orientation, gender identity, or gender expression

To ensure that intersex, nonbinary, transgender, and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and County Board policy, the COE shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's intersex, nonbinary, transgender, or gender-nonconforming status is the student's private information

   The COE shall develop strategies to prevent unauthorized disclosure of students' private information. Such strategies may include, but are not limited to, collecting or maintaining information about student gender only when relevant to the educational program or activity, protecting or revealing a student's gender identity as necessary to protect the health or safety of the student, and keeping a student's unofficial record separate from the official record.

   The COE shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the COE has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. (Education Code 220.3, 220.5; 34 CFR 99.31, 99.36)

The COE shall only allow disclosure of a student's personally identifiable information to employees in accordance with law. Any COE employee to whom a student's intersex, nonbinary, transgender, or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a COE employee by a student, the employee shall seek the student's permission to notify the Compliance Officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless the employee is required to disclose or report the student's information pursuant to this exhibit, and shall inform the student that honoring the student's request may limit the COE's ability to meet the student's needs related to the student's status as an intersex, nonbinary, transgender, or gender-nonconforming student. If the student permits the employee to notify the Compliance Officer, the employee shall do so within three school days.

As appropriate given the student's need for support, the Compliance Officer may discuss with the student any need to disclose the student's intersex, nonbinary, transgender, or gender-nonconformity status or gender identity or gender expression to the student's parents/ guardians and/ or others, including other students, teacher(s), or other adults on campus. The COE shall offer support services, such as counseling, to students who wish to inform their parents/ guardians of their status and request assistance in doing so.

2. Determining a Student's Gender Identity: The Compliance Officer shall accept the student's assertion of gender identity and begin to treat the student consistent with that gender identity unless COE personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose

3. Addressing a Student's Transition Needs: The Compliance Officer shall arrange a meeting with the student and, if appropriate, the student's parents/ guardians to identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained

   The meeting shall discuss the intersex, nonbinary, transgender, or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the Compliance Officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's status as an intersex, nonbinary, transgender, or gender-nonconforming individual, so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting the student's educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. Accessibility to Sex-Segregated Facilities, Programs, and Activities: When the COE maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity

   To address any student's privacy concerns in using sex-segregated facilities, the COE shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, the COE shall not

require a student to utilize these options because the student is intersex, nonbinary, transgender, or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

Beginning July 1, 2026, each school shall provide and maintain at least one all-gender restroom for student use that meets the requirements of Education Code 35292.5.

5. Student Records: Upon each student's enrollment, the COE is required to maintain a mandatory permanent student record (official record) that includes the student's gender and legal name

   A student's legal name as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. A student's gender as entered on the student's official record required pursuant to 5 CCR 432 shall only be changed with written authorization of a parent/guardian having legal custody of the student. (Education Code 49061)

   However, when proper documentation or authorization, as applicable, is not submitted with a request to change a student's legal name or gender, any change to the student's record shall be limited to the student's unofficial records such as attendance sheets, report cards, and school identification.

6. Names and Pronouns: If a student so chooses, COE personnel shall be required to address the student by a name and the pronoun(s) consistent with the student's gender identity, without the necessity of a court order or a change to the student's official COE record

   However, inadvertent slips or honest mistakes by COE personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this Exhibit or the accompanying County Board policy.

7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site

---

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Federal	Description
20 USC 1092	Definition of sexual assault
20 USC 1221	Application of laws
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
34 CFR 106.1-106.71	Nondiscrimination on the basis of sex in education programs
34 CFR 106.1-106.82	Nondiscrimination on the basis of sex in education programs

34 CFR 99.1-99.67	Family Educational Rights and Privacy
34 USC 12291	Definition of dating violence, domestic violence, and stalking
42 USC 1983	Civil action for deprivation of rights
42 USC 2000d-2000d-7	Title VI, Civil Rights Act of 1964
42 USC 2000e-2000e-17	Title VII, Civil Rights Act of 1964, as amended
Management Resources	Description
California Department of Education Publication	California Longitudinal Pupil Achievement Data System (CALPADS) Update FLASH #158: Guidance for Changing a Student's Gender in CALPADS, July 2019
Court Decision	Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736
Court Decision	Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473
Court Decision	Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274
Court Decision	Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130
Court Decision	Donovan v. Poway Unified School District (2008) 167 Cal.App.4th 567
Court Decision	Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447
Court Decision	Davis v. Monroe County Board of Education, (1999) 526 U.S. 629
CSBA Publication	Legal Guidance on Rights of Transgender and Gender Nonconforming Students in Schools, October 2022
CSBA Publication	Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
CSBA Publication	Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Federal Register	Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, April 29, 2024, Vol. 89, No. 83, pages 33474-33896
U.S. DOE, Office for Civil Rights Publication	Sexual Harassment: It's Not Academic, September 2008
U.S. DOE, Office for Civil Rights Publication	Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001
U.S. DOE, Office for Civil Rights Publication	Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016
Website	U.S. Department of Education, Office for Civil Rights

Website	CSBA
Website	California Department of Education

State	Description
5 CCR 432	Student records
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4900-4965	Nondiscrimination in elementary and secondary education programs
Civ. Code 1714.1	Liability of parent or guardian for act of willful misconduct by a minor
Civ. Code 51.9	Liability for sexual harassment; business, service and professional relationships
Ed. Code 200-270	Educational equity; prohibition of discrimination on the basis of sex
Ed. Code 220.1	Prohibition of retaliation related to educational equity
Ed. Code 220.3	Prohibition of disclosure of information related to student's sexual orientation, gender identity, or gender expression
Ed. Code 220.5	Prohibition of policies requiring disclosure of information related to student's sexual orientation, gender identity, or gender expression
Ed. Code 35292.5	School restrooms; all-gender restrooms
Ed. Code 48900	Grounds for suspension or expulsion; definition of bullying
Ed. Code 48900	Grounds for suspension and expulsion
Ed. Code 48900.2	Additional grounds for suspension or expulsion; sexual harassment
Ed. Code 48904	Liability of parent/guardian for willful student misconduct
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49060-49079	Student records
Gov. Code 12950.1	Sexual harassment training

Cross References

Code	Description
0410	Nondiscrimination In County Office Programs And Activities
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures

5131.2	Bullying
5131.2	Bullying
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.71	Title IX Sexual Harassment Complaint Procedures
5145.71	Title IX Sexual Harassment Complaint Procedures

Exhibit 5145.71-E(1): Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures Status: ADOPTED

Original Adopted Date: 08/01/2020 | Last Revised Date: 07/01/2024 | Last Reviewed Date: 07/01/2024

The complaint procedures described in this exhibit shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a county office of education (COE) student, while in an education program or activity, was subjected to conduct on or after August 1, 2024, including, but not limited to, conduct that is under the authority of the COE, that constitutes sex discrimination, including sex-based harassment. For conduct that occurred prior to this date, the COE should utilize its policies in place at the time the alleged sex discrimination, including sex-based harassment, occurred, so long as they are in accordance with the applicable statutes and regulations.

Sex discrimination and sex-based harassment include, but are not limited to, sex-based conduct as specified in Exhibit (1) 5145.7 - Sex Discrimination and Sex-Based Harassment.

Basic Requirements

When implementing Title IX grievance procedures, the COE shall: (34 CFR 106.45)

1. Treat complainants and respondents equitably

2. Ensure that the Title IX Coordinator or designee, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent

   The investigator and the decisionmaker may be the same person as the Title IX Coordinator or designee.

3. Presume that the respondent is not responsible for the alleged sex discrimination, including sex-based harassment, until a determination is made at the conclusion of the grievance procedures

4. Establish reasonably prompt timeframes for the major stages of the grievance procedures, such as evaluation of whether to dismiss or investigate a complaint, investigation, decision, and appeals if any

5. Establish a process that allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay

Additionally, the COE shall not disclose personally identifiable information obtained while implementing Title IX complaint procedures unless the COE has obtained prior written consent from a person with the legal right to consent to the disclosure; the information is disclosed to a parent/guardian or other authorized legal representative with the legal right to receive disclosures

on behalf of the person whose personally identifiable information is at issue; to take action to address conduct that reasonably may constitute sex discrimination under Title IX, including sex-based harassment, in the COE's education program or activity; as required by federal law, regulations, or as a condition to a federal award; as required by state or local law; or to the extent such disclosures are not otherwise in conflict with Title IX. (34 CFR 106.44)

If either party is a student with a disability, the Title IX Coordinator or designee shall consult with one or more members, as appropriate, of the student's individualized education program or 504 team, to determine how to comply with the requirements of the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973.

Filing a Complaint

Upon receiving information from an allegation of sex discrimination, include sex-based harassment, the Title IX Coordinator or designee shall notify the individual(s) specified in law of the Title IX grievance procedures, and of the informal resolution process, if available and appropriate.

A *complaint*, is an oral or written request that can objectively be understood by the Title IX Coordinator or designee as a request for the COE to investigate and make a determination about alleged sex discrimination, including sex-based harassment. (34 CFR 106.21)

Complaints of sex discrimination and sex-based harassment may only be brought by a student, or former student, who was participating or attempting to participate in the COE's education program or activity at the time of the alleged sex-based harassment, a parent/ guardian or other authorized legal representative with the legal right to act on behalf of the student, or the Title IX Coordinator or designee. (34 CFR 106.45)

If the alleged victim chooses not to bring a complaint, or withdraws any or all of the allegations in a complaint, and in the absence or termination of an information resolution process, the Title IX Coordinator or designee shall consider whether to initiate a complaint. To do so, the Title IX Coordinator or designee shall first consider the following factors: (34 CFR 106.44)

1. The victim's request not to proceed with initiation of a complaint
2. The victim's reasonable safety concerns regarding initiation of a complaint
3. The risk that additional acts of sex discrimination, including sex-based harassment, would occur if a complaint is not initiated
4. The severity of the alleged sex discrimination or sex-based harassment, including whether the discrimination, if established, would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence
5. The age and relationship of the parties, including whether the respondent is an employee of the COE
6. The scope of the alleged sex discrimination, including information suggesting a pattern; ongoing sex discrimination, including sex-based harassment; or sex discrimination, including sex-based harassment, alleged to have impacted multiple individuals

7. The availability of evidence to assist a decisionmaker in determining whether sex discrimination, including sex-based harassment, occurred

8. Whether the COE could end the alleged sex discrimination, including sex-based harassment, and prevent its recurrence without initiating the Title IX grievance procedures

If, after considering these factors, the Title IX Coordinator determines that the alleged conduct presents an imminent and serious threat to the health and safety of the complainant or another person, or that the conduct as alleged prevents the COE from ensuring equal access to a COE program or activity on the basis of sex, the Title IX Coordinator may initiate a complaint.

If the Title IX Coordinator initiates a complaint, the Title IX Coordinator shall provide the alleged victim notice of the complaint, as well as other notices as required by the Title IX regulations at specific points in the complaint process. The Title IX Coordinator shall also address reasonable concerns about the victim's safety or the safety of others, including providing supportive measures as described in "Supportive Measures" below, and taking other appropriate prompt and effective steps to ensure that sex discrimination, including sex-based harassment, does not continue or recur within the COE. (34 CFR 106.44)

The Title IX Coordinator or designee, investigator, decisionmaker, other person who is responsible for implementing the COE's grievance procedures or have the authority to modify or terminate supportive measures, or a facilitator of an informal resolution process shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Such persons shall receive training in accordance with 34 CFR 106.8. (34 CFR 106.44)

The Title IX Coordinator shall monitor the COE for barriers to reporting information about conduct that reasonably may constitute sex discrimination, including sex-based harassment, under Title IX, and take steps reasonably calculated to address such barriers. (34 CFR 106.44, 106.45)

Supportive Measures

Upon receipt of a report of Title IX sex discrimination or sex-based harassment, the Title IX Coordinator or designee shall offer and coordinate supportive measures. Supportive measures may vary depending on what the COE determines to be reasonably available and shall not unreasonably burden either the complainant or respondent. Supportive measures shall be provided without charging a fee to the complainant or respondent and be designed to protect the safety of the complainant, respondent, and the COE's educational environment, and to provide support during any grievance procedures implemented as specified in 34 CFR 106.45 or informal resolution process as specified in 34 CFR 106.44. The COE shall not impose such measures for punitive or disciplinary reasons. Supportive measures may include, but are not limited to, counseling; extensions of deadlines and other course-related adjustments; changes in class, work, housing, or extracurricular or any other activity regardless of whether there is a comparable alternative; campus escort services; modifications of class schedules; mutual restrictions on contact; changes in class locations; increased security; monitoring of certain areas of the campus; and, training and education programs related to sex-based harassment. (34 CFR 106.21, 106.44)

Unless there is an allegation of sex-based harassment or retaliation, the COE may provide

supportive measures without altering the alleged discriminatory conduct. (34 CFR 106.44)

Upon the conclusion of any grievance procedures implemented as specified in 34 CFR 106.45 or informal resolution process as specified in 34 CFR 106.44, the COE may continue with the supportive measures, or modify or terminate such measures, as appropriate. (34 CFR 106.44)

The COE shall provide a complainant or respondent for whom supportive measures have been implemented with a timely opportunity to seek, from an impartial employee with authority to modify or reverse the supportive measures, modification or reversal of the COE's decision to provide, deny, modify, or terminate such measures, and to seek additional modification or termination of the supportive measures if circumstances materially change. (34 CFR 106.44)

The COE shall not disclose information about supportive measures to any person other than the person to whom they apply, including informing one party of supportive measures provided to another party, unless the disclosure is necessary to providing the supportive measures, or restoring or preserving a party's access to the COE's education program or activity. (34 CFR 106.44)

Emergency Removal from School

A student shall not be disciplined for alleged sex discrimination, including sex-based harassment, under Title IX until the investigation has been completed. However, on an emergency basis, the COE may remove a student from an education program or activity, provided that the COE conducts an individualized safety and risk analysis, determines that removal is justified due to an imminent and serious threat to the health or safety of a complainant or any student, employee, or other individual arising from the allegations, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the IDEA or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

If a COE employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

Dismissal of Complaint

The Title IX Coordinator or designee may dismiss a complaint if: (34 CFR 106.45)

1. The COE is unable to identify the respondent after taking reasonable steps to do so

2. The respondent is not participating in the COE's education program or activity and is not employed by the COE

3. The COE determines that the conduct alleged in the complaint, even if proven, would not constitute sex discrimination, including sex-based harassment, under Title IX

   Before dismissing the complaint, the Title IX Coordinator shall make reasonable efforts to clarify the allegations with the complainant.

4. The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the Title IX Coordinator determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in

the complaint, if any, would not constitute sex discrimination, including sex-based harassment, under Title IX, even if proven

The Title IX Coordinator shall determine whether to dismiss or investigate any complaint of sex discrimination, including sex-based harassment, within 60 days, unless such timeline is extended in accordance with this administrative regulation.

Upon dismissal, the Title IX Coordinator shall promptly notify the complainant of the dismissal and the reasons for the dismissal. Additionally, if the dismissal occurs after the respondent has been notified of the allegations, the Title IX Coordinator shall provide such notification to the respondent, which shall occur simultaneously to both parties if the notification is in writing. The Title IX Coordinator shall also inform the complainant, and the respondent if the dismissal occurs after the respondent has been notified of the allegations, of their right to appeal. Dismissals may be appealed on the following bases: (34 CFR 106.45)

1. A procedural irregularity that would change the outcome

2. New evidence that would change the outcome and that was not reasonably available when dismissal was made

3. The Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome

If the dismissal is appealed, the COE shall: (34 CFR 106.45)

1. Notify the parties of any appeal, including notice of the allegations, if notice was not previously provided to the respondent

2. Implement appeal procedures equally for the parties

3. Ensure that the decisionmaker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint

4. Ensure that the decisionmaker for the appeal has been trained consistent with the Title IX regulations

5. Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome

6. Notify the parties of the result of the appeal and the rationale for the result

If a complaint is dismissed, the Title IX Coordinator or designee shall offer supportive measures as described above in "Supportive Measures" to the complainant. Additionally, the respondent shall be offered supportive measures if the complaint was dismissed because the complainant voluntarily withdrew any or all of the allegations in the complaint and the COE determined that without the withdrawn allegations the conduct, even if proven, would not constitute sex discrimination, including sex-based harassment, under Title IX, or if the complaint was dismissed because the COE determined, after taking reasonable efforts to clarify the allegations of the complaint, that the alleged conduct would not constitute sex discrimination, including sex-based harassment, even if proven. The Title IX Coordinator shall also take other appropriate prompt and effective steps to ensure that sex discrimination, including sex-based harassment, does not continue or recur within the COE's education program or activity. (34 CFR 106.45)

If a complaint is dismissed, the conduct may still be addressed pursuant to Board Policy 1312.3 - Uniform Complaint Procedures as applicable.

Informal Resolution Process

At any time prior to determining whether sex discrimination, including sex-based harassment, occurred under the complaint procedures specified in 34 CFR 106.45, the COE may offer, if it is determined to be appropriate upon receiving information about conduct that reasonably may constitute sex discrimination under Tite IX or when a complaint of sex discrimination is made, an informal resolution process, such as mediation, to the complainant and respondent. However, the COE shall not offer an informal resolution process if the complaint alleges that an employee engaged in sex-based harassment of an elementary or secondary school student or that such process would conflict with federal, state, or local law. (34 CFR 106.44)

The COE shall not require or pressure a party to participate in the informal resolution process or to waive the right to an investigation and determination of a complaint as a condition of participation in the COE's education program or activity, or exercise of any other right. The COE may decline to offer an informal resolution process including, but not limited to, when the COE determines that the alleged conduct would present a future risk of harm to others. (34 CFR 106.45)

The COE may facilitate an informal resolution process provided that the COE, prior to initiating such process: (34 CFR 106.44)

1. Provides the parties with written notice disclosing the allegations; the requirements of the informal resolution process; the right to withdraw from the informal process and resume the formal complaint process; the inability to initiate or resume complaint procedures arising from the same allegations once the informal resolution process is concluded; the potential terms that may be requested or offered in an informal resolution agreement, including that the agreement would only be binding on the parties; and the information that the COE will maintain and whether and how the COE could disclose such information for use in Title IX grievance procedures if such procedures are initiated or resumed

2. Obtains the parties' voluntary consent to the informal resolution process

3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student

The Title IX Coordinator or designee shall ensure that the facilitator of the informal resolution process is not the same person as the investigator or decisionmaker of any ongoing or newly initiated complaint process specified in 34 CFR 106.45, does not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent, and receives training in accordance with 34 CFR 106.8. (34 CFR 106.44)

If the COE facilitates an informal resolution process, the Title IX Coordinator shall, to the extent necessary, take other appropriate prompt and effective steps to ensure that sex discrimination, including sex-based harassment, does not continue or recur within the COE's education program or activity. (34 CFR 106.45)

Notice of Allegations

If the COE initiates a formal Title IX investigation, the Title IX Coordinator or designee shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. The COE's complaint process, including any informal resolution process

2. Sufficient information available at the time, to allow parties to respond to the allegations, including, to the extent available, the identity of parties involved in the incident(s), the conduct allegedly constituting sex discrimination, including sex-based harassment, and the date(s) and location(s) of the alleged incident

   Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

   If, during the course of the investigation, new Title IX allegations arise about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

3. A statement that retaliation is prohibited

4. A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of such evidence, as specified

The above notice may also include the name of the investigator, facilitator of an informal process, and decisionmaker and shall inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator or designee.

Consolidation of Complaints

The COE may consolidate complaints of sex discrimination, including sex-based harassment, against more than one respondent; by more than one complainant against one or more respondents; or by one party against another party, when the allegations of sex discrimination, including sex-based harassment, arise out of the same facts or circumstances. (34 CFR 106.45)

Investigation Procedures

The COE shall provide for adequate, reliable, and impartial investigation of complaints. (34 CFR 106.45)

During the investigation process, the COE's designated investigator shall: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present fact witnesses, and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible

2. Review all evidence gathered through the investigation and determine which evidence is relevant and which evidence is impermissible regardless of relevance

3. Provide each party with an equal opportunity to access evidence that is relevant, and not otherwise impermissible, to the allegations of sex discrimination, including sex-based

harassment, by:

a. Providing an equal opportunity to access either the relevant and not otherwise impermissible evidence or an accurate description of such evidence

   If an accurate description is provided, the COE shall, upon request of any party, provide the parties with an equal opportunity to access the relevant and permissible evidence.

b. Providing a reasonable opportunity to respond to the evidence or to the accurate description of the evidence

c. Taking reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures

4. Take reasonable steps to protect the privacy of parties and witnesses which do not restrict the ability of the parties to obtain and present evidence, including, by speaking to witnesses; consulting with family members, confidential resources, or advisors; or otherwise preparing for or participating in the grievance procedures

5. Objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence, including that credibility determinations will not be based on a person's status as complainant, respondent, or witness

6. Exclude as impermissible the following types of evidence, and questions seeking that evidence:

   a. Evidence that is protected under a privilege recognized by state or federal law or evidence that is provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege

   b. A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the COE obtains that party's or witness's voluntary, written consent for use in its grievance procedures

   c. Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment

      The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The COE shall ensure that the decisionmaker is able to question parties and witnesses adequately to assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex-based harassment. (34 CFR 106.45)

If the complaint is against an employee, rights conferred under an applicable collective bargaining

agreement shall be applied to the extent they do not conflict with the Title IX requirements.

The investigator shall complete the investigation within 60 days after the Title IX Coordinator determines to proceed with an investigation, unless such timeline is extended in accordance with this administrative regulation.

Written Decision

A COE employee shall be designated as the decisionmaker to determine responsibility for the alleged conduct. This employee may also serve as the Title IX Coordinator or designee or the investigator so long as there is no conflict of interest or bias. (34 CFR 106.45)

Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, the COE shall: (34 CFR 106.45)

1. Use the preponderance of the evidence standard of proof to determine whether sex discrimination, including sex-based harassment, has occurred

2. Notify the parties in writing of the determination of whether sex discrimination, including sex-based harassment, occurred

The notification shall include the rationale for such determination and the procedures and permissible bases for the complainant and respondent to appeal, if applicable.

The written decision shall be issued within ____ days after the investigation is completed, unless such time is extended in accordance with this administrative regulation.

Appeal of the Decision

Either party may appeal the COE's decision of a complaint or any allegation in the complaint. (34 CFR 106.45)

When conducting an appeal, the COE shall permit a final appeal to the County Board of Education or County Superintendent of Schools using a process that is in accordance with law and otherwise consistent with the appeal process as specified in Exhibit 1312.3 - Uniform Complaint Procedures. Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct.

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

Extension of Timelines

Any timelines specified in this administrative regulation may be extended by the COE for good cause, with written notice to the parties. The written notice shall specify the reasons for the extension. (34 CFR 106.45)

Remedies

When there is a determination that sex discrimination, including sex-based harassment, has occurred, the Title IX Coordinator shall coordinate the provision and implementation of remedies to the complainant and other persons the COE identifies as having had equal access to the COE's education program or activity limited or denied by sex discrimination, including sex-based harassment; coordinate the imposition of any disciplinary sanctions on a respondent described in "Corrective/ Disciplinary Actions" below, including notification to the complainant of any such disciplinary actions; and take other appropriate prompt and effective steps to ensure that sex discrimination, including sex-based harassment, does not continue or recur within the COE's education program or activity. (34 CFR 106.45)

Corrective/ Disciplinary Actions

The COE shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44, 106.45)

For students in grades 4-12, discipline for sexual harassment may include suspension and/ or expulsion. After the completion of the complaint procedure, if it is determined that a student at any grade level has committed sexual assault or sexual battery at school or at a school activity off school grounds, the student shall be immediately suspended and recommended for expulsion. (Education Code 48900.2, 48915)

Other actions that may be taken with a student who is determined to be responsible for sex discrimination and/ or sex-based harassment include, but are not limited to:

1. Transfer from a class or school as permitted by law
2. Parent/ guardian conference
3. Education of the student regarding the impact of the conduct on others
4. Positive behavior support
5. Referral of the student to a student success team
6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law

An employee found to have committed sex discrimination, including sex-based harassment, or retaliation shall be subject to disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The COE shall not discipline a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the COE's determination of whether sex discrimination, including sex-based harassment, occurred. (34 CFR 106.45)

Record-Keeping

The COE shall maintain, for at least a period of seven years: (34 CFR 106.45)

1. For each complaint of sex discrimination, including sex-based harassment, records documenting any informal resolution process or formal investigation procedures

2. For each notification the Title IX Coordinator or designee receives of information about conduct that reasonably may constitute sex discrimination under Title IX, including sex-based harassment, records documenting the actions taken to fulfill the COE's obligations as specified in 34 CFR 106.44, including supportive measures offered and implemented

3. All materials used to train COE employees; the Title IX Coordinator and designee(s); investigator(s), decisionmaker(s), other person(s) who are responsible for implementing the COE's grievance procedures or have the authority to modify or terminate supportive measures; and any person who facilitates an informal resolution process

   The COE shall make such training materials available upon request by members of the public.

For complaints containing allegations of childhood sexual assault, the County Superintendent or designee shall also indefinitely maintain the following: (Code of Civil Procedure 340.1):

1. A record of the allegation(s)

2. A record of the investigation procedures followed

3. A record of the written determination

4. A record of the corrective action implemented, if any

5. A record of any appeals and the outcome of the same

6. All training materials addressing the prohibition and investigation of childhood sexual assault

---

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Federal	Description
20 USC 1092	Definition of sexual assault
20 USC 1221	Application of laws
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
34 CFR 106.1-106.82	Nondiscrimination on the basis of sex in education programs
34 CFR 99.1-99.67	Family Educational Rights and Privacy
34 USC 12291	Definition of dating violence, domestic violence, and stalking
42 USC 1983	Civil action for deprivation of rights

42 USC 2000d-2000d-7	Title VI, Civil Rights Act of 1964
42 USC 2000e-2000e-17	Title VII, Civil Rights Act of 1964, as amended
Management Resources	Description
Court Decision	Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736
Court Decision	Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473
Court Decision	Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274
Court Decision	Flores v. Morgan Hill Unified School District (2003) 324 F.3d 1130
Court Decision	Donovan v. Poway Unified School District (2008) 167 Cal.App.4th 567
Court Decision	Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447
Court Decision	Davis v. Monroe County Board of Education, (1999) 526 U.S. 629
CSBA Publication	Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
CSBA Publication	Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Federal Register	Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, April 29, 2024, Vol. 89, No. 83, pages 33474-33896
U.S. DOE, Office for Civil Rights Publication	Sexual Harassment: It's Not Academic, September 2008
U.S. DOE, Office for Civil Rights Publication	Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001
U.S. DOE, Office for Civil Rights Publication	Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016
U.S. DOJ, FBI Publication	National Incident-Based Reporting System
Website	U.S. Department of Justice, Federal Bureau of Investigation
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Education, Office for Civil Rights
Website	CSBA
Website	California Department of Education
State	Description
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4900-4965	Nondiscrimination in elementary and secondary education

	programs
Civ. Code 1714.1	Liability of parent or guardian for act of willful misconduct by a minor
Civ. Code 51.9	Liability for sexual harassment; business, service and professional relationships
Ed. Code 200-270	Educational equity; prohibition of discrimination on the basis of sex
Ed. Code 48900	Grounds for suspension and/or expulsion
Ed. Code 48900.2	Additional grounds for suspension or expulsion; sexual harassment
Ed. Code 48985	Notices to parents in language other than English
Gov. Code 12950.1	Sexual harassment training

Cross References

Code	Description
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4117.7	Employment Status Reports
4119.11	Sexual Harassment
4119.11	Sexual Harassment
4219.11	Sexual Harassment
4219.11	Sexual Harassment
4317.7	Employment Status Reports
4319.11	Sexual Harassment
4319.11	Sexual Harassment
5144	Discipline
5144	Discipline

5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.7	Sexual Harassment
5145.7	Sexual Harassment
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6164.5	Student Success Teams
6164.5	Student Success Teams

Exhibit 5145.71-E(2): Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures Status: ADOPTED

Original Adopted Date: 08/01/2020 | Last Revised Date: 07/01/2024 | Last Reviewed Date: 07/01/2024

NOTICE OF TITLE IX NONDISCRIMINATION

The Code of Federal Regulations, Title 34, Section 106.8 requires the county office of education (COE) to issue the following notification to students at all grade levels and their parents/guardians or other authorized legal representative:

The COE does not discriminate on the basis of sex and prohibits sex discrimination, including sex-based harassment, in any education program or activity that it operates. The prohibition against discrimination on the basis of sex is required by federal law (20 USC 1681-1688; 34 CFR Part 106) and extends to employment. The COE also prohibits retaliation against any student for filing a complaint or exercising any right granted under Title IX.

The COE is required, as specified in Title IX, to take prompt and equitable action to address any potential Title IX violations that are brought to its attention. Any inquiries about the application of Title IX, this notice, and who is protected by Title IX may be referred to the COE's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

The COE has designated and authorized the following employee(s) as the COE's Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sex-based harassment:

Executive Director, Human Resources

Siskiyou County Office of Education

609 S. Gold Street, Yreka, CA 96097

530-842-8400

info@siskiyoucoe.net

Any individual may report sex discrimination, including sex-based harassment, to the Title IX Coordinator or any other school employee at any time, including during non-business hours, by mail, phone, or email. During COE business hours, reports may also be made in person. Upon receiving an allegation of sex harassment, including sex-based harassment, the Title IX Coordinator will promptly notify the parties, in writing, of the applicable COE complaint procedure.

To view an electronic copy of the COE's policies and administrative regulations on sex discrimination, including sex-based harassment, including the grievance process that complies with 34 CFR 106.45, please see the COE's website at https://www.siskiyoucoe.net/office-of-education/policies.

To inspect or obtain a copy of the COE's sex discrimination and sex-based harassment policies and administrative regulations, please contact:

Executive Director, Human Resources

Siskiyou County Office of Education

609 S. Gold Street, Yreka, CA 96097

530-842-8400

info@siskiyoucoe.net

Materials used to train employees; the Title IX Coordinator; investigator(s), decision-maker(s), and other person(s) who are responsible for implementing the COE's grievance procedures or have the authority to modify or terminate supportive measures; and any person(s) who facilitates an informal resolution process, are available at the COE office upon request.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Federal	Description
20 USC 1092	Definition of sexual assault
20 USC 1221	Application of laws
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
34 CFR 106.1-106.82	Nondiscrimination on the basis of sex in education programs
34 CFR 99.1-99.67	Family Educational Rights and Privacy
34 USC 12291	Definition of dating violence, domestic violence, and stalking
42 USC 1983	Civil action for deprivation of rights
42 USC 2000d-2000d-7	Title VI, Civil Rights Act of 1964
42 USC 2000e-2000e-17	Title VII, Civil Rights Act of 1964, as amended
Management Resources	**Description**
Court Decision	Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736
Court Decision	Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473
Court Decision	Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274
Court Decision	Flores v. Morgan Hill Unified School District (2003) 324 F.3d 1130
Court Decision	Donovan v. Poway Unified School District (2008) 167 Cal.App.4th 567
Court Decision	Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d

Court Decision	Davis v. Monroe County Board of Education, (1999) 526 U.S. 629
CSBA Publication	Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
CSBA Publication	Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Federal Register	Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, April 29, 2024, Vol. 89, No. 83, pages 33474-33896
U.S. DOE, Office for Civil Rights Publication	Sexual Harassment: It's Not Academic, September 2008
U.S. DOE, Office for Civil Rights Publication	Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001
U.S. DOE, Office for Civil Rights Publication	Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016
U.S. DOJ, FBI Publication	National Incident-Based Reporting System
Website	U.S. Department of Justice, Federal Bureau of Investigation
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Education, Office for Civil Rights
Website	CSBA
Website	California Department of Education
State	Description
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4900-4965	Nondiscrimination in elementary and secondary education programs
Civ. Code 1714.1	Liability of parent or guardian for act of willful misconduct by a minor
Civ. Code 51.9	Liability for sexual harassment; business, service and professional relationships
Ed. Code 200-270	Educational equity; prohibition of discrimination on the basis of sex
Ed. Code 48900	Grounds for suspension and/or expulsion
Ed. Code 48900.2	Additional grounds for suspension or expulsion; sexual harassment
Ed. Code 48985	Notices to parents in language other than English
Gov. Code 12950.1	Sexual harassment training

Cross References

Code	Description
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
3550	Food Service/ Child Nutrition Program
3550	Food Service/ Child Nutrition Program
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4117.7	Employment Status Reports
4119.11	Sexual Harassment
4119.11	Sexual Harassment
4219.11	Sexual Harassment
4219.11	Sexual Harassment
4317.7	Employment Status Reports
4319.11	Sexual Harassment
4319.11	Sexual Harassment
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/ Due Process
5144.1	Suspension And Expulsion/ Due Process
5145.3	Nondiscrimination/ Harassment
5145.3	Nondiscrimination/ Harassment
5145.7	Sexual Harassment
5145.7	Sexual Harassment
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6164.5	Student Success Teams
6164.5	Student Success Teams