

SOAR CHARTER ACADEMY

Charter Renewal Petition

Prepared for

The Community of San Bernardino and
San Bernardino City Unified School District

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

Contact: Trisha Lancaster
tlancaster@soarcharteracademy.org
(909)-888-3300



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Affirmations and Declaration

As the authorized lead petitioner, I, Trisha Lancaster, hereby certify that the information submitted in this petition for renewal of a California public charter school named SOAR Charter Academy (“SOAR” or the “Charter School”), operated as a nonprofit public benefit corporation and located within the boundaries of the San Bernardino City Unified School District (“SBCUSD” or the “District”), is true to the best of my knowledge and belief. I understand that if awarded a renewal charter, SOAR Charter Academy will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

Throughout this Charter and any attachments, exhibits, and appendices, all references to SOAR and/ or the Charter School shall apply with full force and effect to “SOAR Charter Academy.” SOAR shall comply with all provisions without regard to whether the entity is referenced or specifically listed.

- SOAR shall meet all statewide standards and conduct student assessments as required, pursuant to *Education Code Section 60605*, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- SOAR declares that it shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- SOAR shall be nonsectarian in programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- SOAR shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- SOAR shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- SOAR shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression,

nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

- SOAR shall adhere to with all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act (“ADA”), and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).
- SOAR 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)]
- SOAR shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Sections 47605(l)(1)]
- SOAR shall at all times maintain all necessary and appropriate insurance coverage.
- SOAR shall, for each fiscal year, offer at a minimum the number of instructional minutes required per grade level by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School.. [Ref. Education Code Section 47605(e)(3)]
- SOAR may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not required for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- SOAR shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student’s records or 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; and (D) providing a copy of the California Department of Education (“CDE”) notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a

parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

- SOAR shall maintain accurate and contemporaneous written attendance records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- SOAR shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- SOAR shall comply with any applicable jurisdictional limitations to the locations of its facilities.
- 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").
- SOAR shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Trisha Lancaster, Lead Petitioner

Date: September 30, 2025

Evidence of Meeting Charter Renewal Criteria

Introduction

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

In addition to the shift toward assessing Dashboard data, *Assembly Bill 1505 (2019)* also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

High Performing – *Presumptive renewal if the charter school meets the established renewal criteria (Education Code Section 47607(c)(2)).*

Low Performing – *Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term (Education Code Section 47607.2(a)).*

Middle Performing – *Renewal unless 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).*

In Spring 2025, the CDE published a list of high, middle, and low performing charter schools based on the 2024 Dashboard. SOAR Charter Academy is pleased to see that the CDE has, consistent with the legal definition, determined that SOAR is middle performing, and thus eligible for a five-year charter renewal term.

Dashboard Performance Renewal Criteria – Middle Performing

Education Code Section 47607.2(b) states:

- 1. For all charter schools for which [high- and low-performing categories] do not apply, the chartering authority shall consider the schoolwide 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.*
- 2. 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, or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3)).

Charter School Dashboard State and Local Indicators (2024)

The following chart(s) reflect the Charter School’s 2024 Dashboard performance indicators, and for comparison purposes, SBCUSD’s and the State of California’s

The 2024 Dashboard data highlights that SOAR is performing steadily across most indicators while showing notable strengths in specific areas. Mathematics stands out as a relative success, where SOAR achieved a Yellow rating compared to the State’s Orange, suggesting that students are benefiting from effective math instruction and support. Chronic absenteeism and suspension rates also remain stable, with SOAR performing on par with both the District and state, reflecting a positive school climate and consistent engagement strategies. However, English Language Arts and English Learner Progress indicators are in the Orange band, signaling areas that need more focused intervention to accelerate growth in literacy and language development.

Taken together, the data shows that SOAR is making meaningful progress in math and maintaining stability in student engagement measures, while continuing to prioritize strategies that strengthen reading outcomes and support English Learners.

Other Dashboard Measures

SOAR Charter Academy met the standard on each of the local indicators in the domains of Basics: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Local Climate Survey; and Access to a Broad Course of Study.

Dashboard State and Local Indicators (2024)

State Indicator	SOAR	District	State
English Language Arts (“ELA”)	Orange	Yellow	Orange
Mathematics	Yellow	Yellow	Orange
Chronic Absenteeism	Yellow	Yellow	Yellow
Suspension Rate	Yellow	Yellow	Green
English Learner Progress	Orange	Orange	Orange

English Learner Progress Dashboard Indicator

English Learner Progress Indicator (ELPI)				
	2019	2022	2023	2024
SOAR Charter Academy	62.9%	39% Low	60%	53.8%

SOAR’s English Learner Progress Dashboard shows a drop in line with the state during the pandemic years, recovered in 2023 and then slightly declined in 2024.

Dashboard Indicator for English Language Arts

The English Language Arts Dashboard data, which measures student performance in terms of “Distance from Standard” (“DFS”), shows the impact of the Covid-19 pandemic and the resulting gap in testing from 2019 to 2022. SOAR’s DFS declined from –21.5 in 2019 to –39.6 in 2024, reflecting learning loss that occurred during school closures and disruptions. While this represents a widening gap, SOAR’s trend is consistent with the broader statewide challenges, as many schools across California experienced similar declines. Importantly, SOAR’s DFS in 2024 remains stronger than the District’s –46.1, indicating that despite setbacks, students at SOAR are growing at higher levels than their peers in the local district. The data highlights both the resilience of SOAR’s students and the ongoing need to strengthen literacy interventions and support to close the gap toward meeting grade-level standards. Starting in August of 2024, SOAR teachers completed a year long training on the science of reading and immediately implemented strategies to improve outcomes for English Language Arts.

Dashboard Indicator for English Language Arts

	2018	2019	2022	2023	2024
SOAR Charter Academy	-18.2	-21.5 declined	-28.1 “Low”	-38 declined	-39.6 maintained
San Bernardino City Unified	-26	-25 maintained	-45 “Low”	-49.7 decreased	-46.1 increased
State	-13.2	-2.4 increased	-12.2 “Low”	-13.6 maintained	-13.2 maintained

Dashboard Indicator for Mathematics

The Mathematics Dashboard data, measured by DFS, highlights both the challenges of pandemic learning loss and areas of growth for SOAR. After relatively stable performance before the pandemic (–58.5 in 2019), SOAR saw a sharp decline to –78.3 in 2022, reflecting the academic disruptions experienced statewide. Encouragingly, SOAR has since made steady improvements, with DFS climbing to –67.6 in 2024, an 11-point gain over two years. This upward trajectory shows effective

recovery strategies beginning to take hold. Compared to the District, which dropped from –61.9 in 2019 to –83.9 in 2024, SOAR demonstrates stronger resilience in math. Although the state average remains substantially higher (–47.6 in 2024), SOAR’s positive momentum indicates that targeted math supports and interventions are yielding results, positioning the Charter School to continue closing the gap toward grade-level proficiency. SOAR is committed to improving the DFS for math by ensuring we hire and retain the highest quality staff available, set dedicated time throughout the week for math intervention based on STAR Math data, and rigorously track and review student progress.

Dashboard Indicator for Mathematics

	2018	2019	2022	2023	2024
SOAR Charter Academy	-57.5	-58.5 maintained	-78.3 “Low”	-74.4 increased	-67.6 increased
San Bernardino City Unified	-64	-61.9 maintained	-90.3 “Low”	-83.9 declined	-46.1 increased
State	-47.6	-33.5 maintained	-51.7 “ Low”	-49.1 maintained	-47.6 maintained

Dashboard for Chronic Absenteeism

The Chronic Absenteeism data shows both the pandemic’s impact and SOAR’s strong recovery in recent years. Like schools statewide, SOAR experienced a sharp increase in absenteeism following the return from Covid-19 disruptions, rising from 17.2% in 2019 to 31.8% in 2022, a “Very High” level. However, since then, SOAR has made dramatic improvements, reducing absenteeism to 7.9% in both 2023 and 2024; well below the District (29.3%) and state (18.6%) averages. This sustained improvement highlights the effectiveness of SOAR’s engagement strategies, family outreach, and support systems in ensuring students are consistently present and learning.

Supporting these efforts, the Community Schools Coordinator connects with families to help address barriers such as transportation or other challenges that prevent students from attending school regularly. Current indicators show that chronic absenteeism has declined and most recently stabilized, reflecting that students and families are engaged, happy, and eager to come to school.

CA Dashboard Indicator for Chronic Absenteeism

Chronic Absenteeism Indicator Performance					
	2018	2019	2022	2023	2024
SOAR Charter Academy	18.4%	17.2% declined	31.8% "Very High"	7.9% declined	7.9% maintained
San Bernardino City Unified	13.6%	15% increased	44.7% "Very High"	34.7% declined	29.3% declined
State	18.6%	10.1% increased	30% "Very High"	24.3% declined	18.6% declined

Dashboard Indicator for Suspensions

The Suspension Rate Indicator for SOAR reflects both challenges and areas of progress in student behavior and school climate. After a notable drop to 2% in 2022, suspensions spiked to 13.4% in 2023 before declining to 10.6% in 2024. While this rate is higher than both the District (4.7%) and state (3.2%) averages, the recent decrease demonstrates that schoolwide efforts to address behavior are beginning to take effect. SOAR was in the Differentiated Assistance process and designed a conversation protocol to foster empathy and understanding for our students most at risk for suspension. Our data show the success of this protocol and we are no longer in Differentiated Assistance for any Dashboard measures but continue to use this conversation protocol. The data also underscores the volatility caused by a small sample size. One student being suspended at SOAR increases our suspension rate approximately 0.2%, whereas one student being suspended in the District increases their suspension rate by 0.002% because the District enrollment is approximately 100 times larger than our enrollment. SOAR also frequently receives students throughout the school year, from the District and surrounding areas, who have a record of suspensions, further adding volatility to our data. SOAR recognizes the importance of continuing to strengthen restorative practices, social-emotional supports, and proactive behavior interventions. With these strategies in place, SOAR has the opportunity to build on its recent improvements and further align its suspension rates with state and District benchmarks.

Dashboard Indicator for Suspensions

School Suspension Rate Indicator					
	2018	2019	2022	2023	2024
SOAR Charter Academy	7%	10.9% increased	2% Medium	13.4% increased	10.6% declined
San Bernardino City Unified	5.1%	5.5% increased	4.7% High	5.1% increased	4.7% declined
State	3.5%	10.1% increased	3.1% medium	3.5% increased	3.2% declined

California Assessment of Student Performance and Progress 2019 to 2024

The California Assessment of Student Performance and Progress (“CAASPP”) results from 2019 to 2024 highlight both the academic challenges caused by the pandemic and areas where SOAR is beginning to recover. In English Language Arts, proficiency dropped from 38.69% in 2019 to 30.84% in 2024, reflecting the statewide learning loss trend. Looking at the embargoed data as of 9/23/2025, our performance in ELA is nearly back to pre-pandemic levels. In mathematics, proficiency fell more sharply from 23.95% in 2019 to 16.28% in 2022, but encouragingly increased to 20.78% in 2023 and held steady at 19.81% in 2024, showing signs of recovery in this area. In the 2024-2025 CAASPP results, there was a steep decline in the math performance level due to staffing in 5th grade and Middle School. This was addressed in the 2025-2026 school year by restructuring our Middle School program and retaining a highly effective teacher for 5th grade math. Also, the focus for our intervention program will heavily favor math to help close the gap. These results indicate that SOAR is making gradual progress toward academic recovery, with a clear need for continued focus on accelerating literacy growth and sustaining math gains to close the gap with pre-pandemic performance.

DataQuest: California Assessment of Student Performance and Progress 2019 to 2024

	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
English Language Arts	38.69%			33.45%	32.37%	30.84%	37.14%
Mathematics	23.95%			16.28%	20.78%	19.81%	15.91%

Verified Data (Renaissance STAR Assessments)

SOAR began using STAR Assessments in 2021 to help guide instruction and improve student outcomes. The table below displays the historical average for Student Growth Percentile (SGP) in reading and math for students currently enrolled at SOAR. SGP is a nationally normed measure that compares a student’s academic progress to that of their academic peers in the same grade with similar prior achievement. SGP has a uniform distribution where an SGP of 50 represents average growth. SOAR’s data show significant gains in math beginning in 2023, reflecting recovery from COVID-19 learning loss. Most promising, preliminary data from the 2025–2026 school year indicate that SOAR students are growing faster in math than peers of similar age and ability across the county. Average SGP for Reading continues to rise due to effects of “The Science of Reading” training and implementation that started in the 2024 - 2025 school year.

Renaissance STAR Assessment: 2021 to 2025 Average SGP for currently enrolled students

Year	Average Math SGP	Average Reading SGP
2021 - 2022	43	52
2022 - 2023	44	50
2023 - 2024	40	45
2024 - 2025	43	47
2025 - 2026	52	48

Overall Evaluation of Evidence for Middle Performing Renewal

A charter petition renewed pursuant to Section 47607.2(b) (middle performing) shall be granted a renewal term of five years. As clearly demonstrated by the evidence above, the Charter School meets this renewal criterion and should be granted a renewal term of 5 years.

Element 1. EDUCATIONAL PROGRAM

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

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

SOAR Charter Academy’s Vision and Mission

Vision Statement

Empowering SOAR students today to become world leaders tomorrow!

Mission Statement

SOAR’s mission is to empower students to find their voice as they become confident, critical thinkers. Our program involves a culture that seeks to make a positive impact within the community. With an emphasis on the whole child, we strive to promote a growth mindset that will produce leaders who achieve consistent academic growth while discovering their personal unique gift.

Students Served by SOAR Charter Academy

SOAR Charter Academy serves students in grades TK-8th grade. We are a tuition-free, non-sectarian, public school of choice. SOAR's enrollment is currently at 427 students. At full capacity, SOAR expects to serve 472 students in grades TK-8.

SOAR Charter Academy strives to serve the same student population that is representative of San Bernardino City Unified School District. SOAR seeks to enroll a population that is reflective of the racial and ethnic, special education, and English Learners (“EL”) balance of the District, and shall admit all students (including in-District and surrounding districts) who wish to attend subject to capacity. SOAR will not provide transportation to or from the Charter School (except as required by a student’s Individualized Education Program (“IEP”), as applicable) but is dedicated to encouraging its parents to assist one another with transportation through the use of carpooling and volunteerism.

SOAR will not discriminate against any child on the basis of race, ethnicity, nationality, gender, gender identity, gender expression, disability, religion, or sexual orientation and/or association with individuals with one or more of these characteristics or any other characteristic that is contained in the definition of hate crimes as set forth in *Section 422.55 of the Penal Code*, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid. SOAR recognizes this extends to the prohibition against discrimination against any person based on the perception that the person has any of those characteristics or that the person is associated with someone who has, or is perceived to have, any of those characteristics.

SOAR welcomes and seeks students from diverse ethnic, socioeconomic, and geographic backgrounds. Poor academic performance and prior disciplinary problems will not preclude a student from attending SOAR, as SOAR believes that the personal attention and quality of our academic program can greatly benefit many students who may have experienced problems at other schools. The decision to admit a pupil who has been expelled from another school, school district, or charter school, shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the Charter School environment. Each year, SOAR will advertise in the community via mailed flyers, advertisements, and various recruitment events. Our flyers will be mailed throughout the city, placed in community centers, businesses, daycares and preschools, libraries, social service agencies, faith-based organizations, apartment complexes, and grocery stores to reach as many families as possible.

SOAR's Educational Philosophy

- The Charter School instills a love of learning in every child.
- Students are assured a safe, peaceful, and respectful learning environment with a low teacher to student ratio that enables every student's needs to be met by their teachers, parents, and school community.
- The expectation is that every learner will reach their highest potential. Students will be aware of the expectations, the standards, and what the steps are to ensure they reach their potential. Goal setting and action planning are used to reinforce personal growth.
- Learning is differentiated for individual students based on their needs.
- Students are expected to apply their academic and social learning to meaningful real-life activities and situations.
- Students are given opportunities in language arts, math, science, social studies, technology, and the arts to show independence, critical thinking, collaboration, reflection, and creativity.
- Students are actively engaged in a rigorous and challenging standards-based curriculum that is research based.

- Teachers are dedicated to using assessment and program evaluation data to collaboratively plan and improve all aspects of educating students.
- There is a strong, consistent discipline plan and structure in place using restorative practices which are used by all staff.
- Teachers, parents, students, and staff value character education and development.
- Students are surrounded by nurturing people and receive encouragement daily from teachers, peers, and family members that all students can and will learn.
- Parents and community are involved in educating students through both direct and indirect methods.
- Teachers and administrators are aware of students' developmental needs and make adjustments to the program accordingly; including academic and social experiences and daily scheduling.
- Leadership is a shared responsibility.

We believe the combination of small learning communities, a safe environment, high academic and social expectations, a rigorous well-rounded curriculum, real life applications, teacher dedication, character education, leadership development, and strong family involvement, will create an environment of success in which the struggling, as well as proficient learner will exceed expectations.

Our focus on students developing leadership and taking responsibility in their personal and academic lives will have an impact on the students that advance from SOAR Charter Academy and go on to being world leaders. These beliefs and expectations begin in Transitional Kindergarten ("TK") and will continue through eighth grade.

Assessment

SOAR follows the testing standards as set forth by the state of California. CAASPP data is collected, analyzed, and released to students and parents. SOAR uses the English Language Proficiency Assessments for California ("ELPAC"), CAASPP Interims, CAASPP Summative, Star Renaissance Math and Reading, Running Records, Basic Phonics Skills Test, Reflex Math, and Freckle to regularly monitor student progress. To ensure all students at SOAR are working toward high achievement in these exams, student data is collected and reviewed on a continual basis throughout the year. Staff at SOAR also utilize a variety of other assessments to measure student success on a regular basis, including written reports, oral presentations, and performance tasks. Staff collaboration on individual student achievement and individual student needs all assist in enhancing the learning environment of the campus.

What It Means to be an Educated Person in the 21st Century

SOAR Charter Academy believes students must possess two kinds of literacy in the 21st century: academic and social. These two kinds of literacy will enable students to become self-motivated,

competent, and lifelong learners. We also recognize that it has become important to learn how to live in a dynamically changing world. Our information-rich global society requires our students to be exposed to and comfortable with technology; including Artificial Intelligence (“AI”), as a powerful tool for communication, learning, and 21st century careers.

Students not only need a strong academic foundation in reading, writing, math, science, social studies, technology, and the arts, but also solid skills in critical thinking, problem solving, creativity, communication, leadership, and cooperation. It is crucial for them to understand who they are in light of others and develop character traits that will lead them, as well as others, in bettering our diverse community. Students will need critical thinking skills to search for solutions to a wide variety of problems. They will need to be risk-takers and effective communicators to connect with and contribute to their community and society.

Educated people in the 21st century need to be mentally and physically well-rounded, with a knowledge of their individual worth, as well as the worth of others. They need to understand the value of participating in the community around them in order for it to improve. 21st century students will need to be leaders who demonstrate leadership, responsibility, honesty, courage, integrity, respect, kindness, and persistence. They need to realize their life affects the lives of others around them. SOAR will prepare students to excel in this challenging world by not only providing an exemplary education that goes beyond a typical academic program but a well-rounded education that focuses on personal growth, self-esteem, character building, community service, and leadership. Teachers and staff will be dedicated to teaching and having students participate in all subject areas.

Students to Be Served

The City of San Bernardino is home to mixed ethnic populations of mostly lower income families, of which Hispanic/Latino and White populations dominate. The 2020 US Census figures indicate that approximately 20.2% of the city’s families were below the poverty line, considerably higher than the percentage of residents of the State of California, at 12.2%. The state median household income is \$91,905, while the median household income for San Bernardino is \$61,323. 86.6% of the students at SOAR are classified as socioeconomically disadvantaged as opposed to 91.9% of students in the District and 62.7% of students across the State. The following chart is a reflection of the ethnic breakdown of SOAR and the District:

California Basic Educational Data System Data 2024 Demographic Comparison SOAR & SBCUSD		
	SOAR	SBCUSD
White	7.6%	3.9%
African American	13.9%	9.3%
Hispanic	74%	82.1%
American Indian	0.7%	0.3%
Asian	0.4%	1.2%
Pacific Islander	0%	0.3%
Filipino	0%	0.4%
Two or More Races	3%	1.9%
English Learners	11.7%	20.5%
Homeless	8.9%	9.2%
Foster Youth	0.2%	0.8%
Socioeconomically Disadvantaged	86.6%	91.9%
Students with Disabilities	14.5%	14.8%

The demographics of SOAR mostly reflect those of the District, and surrounding neighborhoods of the Charter School. In an effort to recruit and retain students and staff who are reflective of the SBCUSD populations, SOAR regularly analyzes our demographics in comparison to the District's. Overall, SOAR's current student population is similar to the District's with the exception of our White, African American, Hispanic, and English Learner students. In response to this, SOAR is committed to actively recruiting these students as well as staff with whom they can relate on an ethnic and cultural level through our advertisements, employment openings, and flyers that will be mailed throughout the city, placed in community centers, businesses, daycares and preschools, libraries, social service agencies, faith-based organizations, apartment complexes, and grocery stores to reach as many families as possible.

Many of the students who attend SOAR, from a variety of backgrounds and ethnicities, have diverse challenges. Currently, 11.7% are English learners, 14.5% are students with disabilities and 86.6% are considered "socioeconomically disadvantaged." SOAR understands the needs of our students and provides English Language Development support, intervention support, tutoring after-school, as well as one-on-one and group counseling services. SOAR's three full-time counselors work with students to foster a safe and inclusive school climate, and promote positive behavior, social-emotional growth, and academic success.

Enrollment

The number of classes for each grade level below are what we are anticipating.

Below is SOAR's five-year plan for enrollment through the term of the charter renewal.

SOAR Five-Year Enrollment Rollout Plan for the New Charter Term

	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
TK	20	20	20	20	20	20
K	42	44	44	44	44	44
1st	43	43	44	44	44	44
2nd	44	44	44	44	44	44
3rd	46	47	48	48	48	48
4th	42	47	48	50	52	52
5th	52	46	50	51	52	52
6th	48	52	52	52	52	52
7th	57	57	57	57	58	58
8th	56	57	56	57	58	58
Total	450	457	463	467	472	472

INSTRUCTIONAL APPROACH AND METHODOLOGIES

Key Components

- Educating the whole child
- Hands-on, project-based learning
- Character Education integrated all day long using Leader in Me curriculum
- Middle School enrichment classes in STEAM, Music, Communications, and Leader in Me
- Data-Driven Instruction
- CA Community School
- Restorative Practices

Curriculum and Instruction

SOAR is a site based TK-8 charter school. Students in Transitional Kindergarten through grade 8 will receive well-rounded standards-based instruction that encourages the development of academic, social, and creative skills with a focus on character development, community service, and leadership. All subject areas will be taught in all grade levels. Teachers will be responsible for

planning and teaching standards-based lessons incorporating a published curriculum for reading/language arts, math, science, and history for all students in grades TK-8. The Charter School has means in which when a new curriculum needs to be purchased we will use our general fund to obtain such curriculum. For all subjects, teachers will use the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development (“ELD”) Standards, and the remaining State Content Standards (collectively, the “State Standards”) to prepare units and/or lessons that meet not only the standards but also the needs of the students. All grade levels will also receive physical education and health education according to grade level standards to ensure that students understand the importance of health and being physically fit.

SOAR recognizes that children have a natural curiosity that will be fostered in a supportive, positive environment which permits interaction and exploration, as well as, receiving direct, structured lessons to help each student reach their potential. Each grade will build on the existing interests, skills, and motivations of the learner until the understanding and mastery of academic standards are achieved. The founders/directors of SOAR are all teachers that recognize that the traditional approach to instruction and even tightening up on the traditional approach does not work for all children. We believe that the combination of an innovative instructional schedule in a small learning community, combined with a strong academic and social curriculum is a more effective approach to meet the needs of all students and help them reach their full potential.

Instructional Program and Research

At SOAR, we are committed to combining the best practices described in current and past research, with what we know from our combined experience as educators, to ensure our children are learning and meeting or exceeding our federal, state, and school expectations.

All TK-8 core curriculum at SOAR will be State Standards-based depending on the subject area. Students will be expected to meet or exceed grade level standards in reading, writing, speaking, math, science, social studies, the arts, and technology.

The Charter School’s belief that all students can and will learn is also assumed by constructive education theorists and the Integrated Thematic Instructional (“ITI”) approach developed by Susan Kovalik. Constructive education is based on the belief that learning occurs as learners are involved in a process of making meaning, rather than passively receiving information. Based on this theory, project-based hands-on learning will occur in all grade levels to encourage students to think for themselves and express and follow-through with their ideas. ITI combines current brain research, effective teaching strategies, and integrated curriculum development. The main tenet of ITI is that learning best occurs when eight elements are present:

1. absence of threat
2. meaningful content
3. choices

4. adequate time
5. enriched environment
6. collaboration
7. immediate feedback
8. mastery

ITI research shows that by making connections across subject areas and grade levels using integrated instruction, teachers are able to teach more and students learn more effectively because the brain naturally searches for patterns and interconnections. This is evidence that using character development traits and habits to make connections across the curriculum and grade levels will be one way to meet our academic and social goals.

SOAR has established its TK-8 program based on the research and writing of Jon Wiles. Wiles' ideas are aligned with constructivist theories and he quotes constructivist views throughout his books. According to Wiles, there is "strong research evidence that leaving students in an elementary school through the eighth grade results in better standardized test scores... fewer problems with truancy, discipline referrals, suspensions, and student attitudes in K-8 schools." (2009) The twenty top arguments for K-8 schools in current educational literature as described by Wiles are presented in this chart.

Wiles states if a new K-8 school "accepts that not all students will progress at the same rate, grade by grade, they can free themselves to plan a different and more appropriate kind of curriculum for students." (2009) In educational planning we must also consider that for every year in school, there is more than one year of range. The use of our instructional schedule and instructional aides allows SOAR to differentiate instruction and meet the needs of all learners. Wiles also suggests that "a K-8 continuum be developed from national and state standards to assist in overcoming articulation (grade to grade) problems within and between the elementary and intermediate programs." (2009) Some of SOAR's staff development over the next 5 years will be used to continue to develop these grade level continuums and vertical planning conversations and to look at research based instructional practices such as differentiated instruction, service learning, cooperative learning, and curriculum mapping. These practices will be used to encourage access to the curriculum and to promote collaboration in learning.

Twenty Top Arguments for K-8 Schools (Wiles, 2009)

- Better academic achievement
- Better student attitudes toward school
- Safety in neighborhood schools
- Fewer disciplinary problems
- One less school transition for students
- Teachers know kids for 9 years
- Ease of transportation for parents with siblings in same school

- Lower dropout rate in high school
- Personal small-school identity
- Technology allows in-depth academic and specialization
- More attention to At-Promise students
- Lessens district busing requirements
- Parents more comfortable with schools
- Can run a middle school program inside the K-8 building
- Continuous progress is more probable
- Seamless curriculum with better articulation between the grades
- Teachers more qualified for child-centered approach
- Possible for students to experience more leadership roles
- Less teacher turnover
- Discipline and suspension lowered

To be a successful K-8 school, Wiles states that the academic curriculum must be:

- Organized by distinct phases of development
- Be concerned with general education and mastery of learning skills that can be transferred to real world settings
- Content must be defined by State Standards
- Benefit younger and older children and preadolescents
- Prepare students for high school, and
- Remain highly focused at all times on the mission and vision

Another piece of research SOAR added to its philosophy and day to day operations is the work of Stephen Covey and the 7 Habits of Highly Effective People. In TK-8, all students are exposed and expected to practice the 7 Habits of Highly Effective People. SOAR adopted and received a start up grant from Panda Cares to implement Franklin Covey's *The Leader in Me* program in 2016. The Leader in Me is a whole school transformation process. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. Content from The 7 Habits of Highly Effective People is a key component of the overall Leader in Me process. The 7 Habits is a synthesis of universal, timeless principles of personal and interpersonal effectiveness, such as responsibility, vision, integrity, teamwork, collaboration and renewal, which are secular in nature and common to all people and cultures. *The Leader in Me* is also aligned to many national and state academic standards. The process teaches students the skills needed for academic success in any setting. These skills include critical thinking, goal setting, listening and speaking, self-directed learning, presentation-making and the ability to work in groups. (*The Leader in Me* website, theleaderinme.org) This program gave us a framework for our entire social curriculum that integrates perfectly with our academic program.

Regular goal setting, shared decision-making, and assessment by all three participating groups - teacher, parents, and child - will ensure that learning is relevant, ongoing, and maximized. Teachers

will provide various ongoing academic assessments and use the data to plan collaboratively. Teachers will also assess the students' on their social and character development. By utilizing team teaching, a modified block schedule in 5th-8th, and similar academic and social language from grade to grade, students will be academically prepared and able to make connections between content levels and from year to year. Students will participate in performances, community service, leadership opportunities, field trips, and family nights to enrich and apply the curriculum.

The goal for all students at SOAR is growth and success. As such, students and parents will know and understand the school wide academic and social expectations of the curriculum. Families will continue to be asked to participate in a minimum of 10 events/activities a year per family in or out of the classroom to be involved in their children's education, though participation is mandatory. No child will be denied admission, services, or participation based on a family's ability or decision to volunteer. SOAR's curriculum will create successful students that are ready for high school, students that monitor their academic goals, accept responsibility, possess self-esteem, are organized, exhibit positive attitudes, an enthusiasm for learning, and a desire to give back to their community. Students will be ready to take on leadership roles in their community and the world.

Instructional Minutes

SOAR's daily schedule and annual calendar exceeds the minimum number of instructional minutes set forth in *Education Code Section 47612.5*, and the required number of 175 [or more] school days. The minimum annual instructional minutes are:

- For pupils in grades TK and K, inclusive, 36,000 minutes
- Or pupils in grades 1-3, inclusive, 50,400 minutes
- Or pupils in grades 4 to 8, inclusive, 54,000 minutes

SOAR's academic calendar shall commence before September 30 annually, and includes no less than 175 instructional days, barring any emergency school closures. The Charter School's hours will be 8:00am-3:00pm for grades TK-6 and 8:00am-3:10pm for 7th-8th. We will work on an alternating 5 day/4 day school week, in which there will be no school every other Monday. Approximately three of these Mondays are scheduled for staff development/planning along with four additional days before school begins.

A Typical Day at SOAR Charter Academy

A typical day at SOAR for an elementary student begins with the bell ringing at 7:55am to line up to go to class. Students enter their class and breakfast is served from 8:00-8:20am. A student produced "Eagle News" announcement is played on every TV in every classroom automatically at 8:05am. Breakfast is followed by an hour and a half of academic instruction. Then students have a 15 minute recess followed by another hour of learning. A forty five minute lunch is followed by another two hour learning block followed by another 15 minute recess. Students end their day with

approximately another hour to hour and a half of instructional time. Students are dismissed at 3:00pm to either their parents or our After School Program (Extended Learning) that goes until 5:00pm. Elementary students get physical education twice a week for 50 minutes.

Middle school students start their day at 7:55am with Physical Education followed by a Nutrition Break in which they get breakfast. Middle school students have two blocks of instruction followed by a 36 minute lunch break followed by two more blocks. All middle school students receive Physical Education, English, Math, History, Science, Leader in Me, and Communications, along with a Learning Lab in which students receive additional support or enrichment. Middle school students are dismissed at 3:10pm to either their parents or our After School Program (Extended Learning).

We provide a well rounded education for our students. All students at SOAR also receive a variety of specialized instruction included in their schedule each week/month which give our teachers additional planning time. These include Music, STEAM, and Social Emotional Learning lessons with our Community School Coordinator. We also provide many opportunities for students and staff to develop leadership skills through various roles and activities on campus. These opportunities are as budget permits.

Student success and growth are celebrated on a regular basis. We celebrate individuals, classes, and the whole school with student generated ideas for celebrations for meeting our goals on campus along with positive calls/notes home, shout outs, Executive Director's Brag Wall, etc.

The TK-8 curriculum and instruction is organized to provide a seamless well-rounded general education experience for all students taking the social behaviors of each distinct age level into account. The physical, social, intellectual, and emotional state of each student is different at each stage of development: early childhood (grades TK-1), later childhood (grades 2-5), preadolescence and adolescence (grades 6-8). Acknowledging these stages of growth ensures that our K-8 curriculum is more relevant and effective. Each stage of development has a unique organization and purpose.

TK-6 Grades

Having two classes of each grade level from K-6 allows team teaching and flexible groupings to occur so that teachers can make standards based instruction differentiated and more powerful. Teachers and staff will be aware of developmental tasks that need to be attended to on an ongoing basis as described by Wiles (2009) and Swiss educator Jean Piaget. Grades one through six have similar schedules. Students will have a 45 minute lunch mid-day along with two 15-minute recesses.

TK and K

These two grades will be self-contained but will utilize team teaching to meet all students' needs and meet the mandatory adult to student ratio and legal requirements for classroom size, as set forth in Education Code Section 48000(g). This learning and developmental stage emphasizes social adjustment and mastering basic learning skills as described by the CCSS, as well as providing appropriate experiences that enrich the students' learning experiences and developmental growth. Overarching and generic big ideas in the content areas will be introduced in simple form. The developmental tasks that will be addressed include but are not limited to: developing motor control, emerging self-awareness, developing relationships with others and developing language and thought patterns. Our Transitional Kindergarten students have a separate classroom to ensure their specific developmental needs are met.

1-2 Grades

The first and second grades are self-contained. This learning and developmental stage emphasizes social adjustment and mastering basic learning skills as described by the state and State Standards, as well as providing appropriate experiences that enrich the students' learning experiences and developmental growth. Overarching and generic big ideas/themes in the content areas will be introduced to create connections. The developmental tasks that will be addressed include but are not limited to: developing more motor control, self-awareness and self-esteem, developing relationships with others, developing independence, and learning to make good choices and exercise self-discipline.

3-4 Grades

The third and fourth grade teams are also self-contained with a team teaching approach to differentiation. Teachers will deliver a broad and general education by providing standards based lessons and social experiences, and by differentiating instruction based on individual student's needs. Each student will be supported to master the core standards at their grade level. The developmental tasks that will be addressed include, but are not limited to: structuring the physical world, refining language and thought patterns, establishing relationships with others and acceptance of self.

5-6 Grades

A modified block schedule will be utilized by teachers of grades 5-6 to give the students a change in schedule and the teachers an area of expertise in which one core teacher will teach a double block of the humanities including social studies, language arts, reading, and the arts, and the other core teacher will be responsible for teaching math and science. Each student will master as much of the State Standards and knowledge as possible. The developmental tasks that will be addressed in these grade levels include, but are not limited to: mastering communication skills, building meaningful peer relationships, thinking independently, understanding sex roles, and finding constructive

outlets for self-expression.

7-8 Grades

Grades 7-8 will have two classes of each grade with a maximum of 28 students in each class. Students will have Physical Education each morning followed by 4 blocks of classes; English/Leader in Me, Math/Science, History/Communication, and a Learning Lab. All middle school students have a mentor assigned that supports them academically, emotionally, and socially. The developmental tasks associated with this stage are: handling major body changes, asserting independence from the family, establishing sex role identity, dealing with peer relations, controlling emotions, constructing personal values, expanding personal interests, and developing an acceptable self-concept.

Technology

Students and teachers will use technology on a regular basis. We have 1:1 iPads for all students K-5th grade and 1:1 Chromebooks in grades 6th-8th. Each teacher has a laptop computer, document camera, and mounted television in their classroom to encourage the use of technology in instruction and assessment. The effective use of technology will be a focus for teachers, parents, and students in all facets of teaching and learning. SOAR has also purchased several licenses to websites and applications that allow even more differentiation in instruction and assessment options, including Star, Freckle, Accelerated Reader, Actively Learn, and Reflex Math. This will expose our students to the format and tools they must use during the online state test. Students also use digital cameras, video equipment, and production software to create morning announcements, yearbooks, and other publicity for SOAR. We have a phenomenal MakerSpace that allows our students to engage in hands-on learning, foster creativity, innovate, problem-solve, and persevere through exploration and experimentation with tools and materials. Our STEAM program, taught by a credentialed teacher, sparks creativity and imagination through coding, robotics, and hands-on projects. Students practice teamwork, problem-solving, and critical thinking while using the engineering design process. Lessons are aligned with the science standards to strengthen learning and boost testing scores. We celebrate growth, encourage innovation, and support a mindset for success. The goal is to open doors to endless possibilities and help students discover their passions and future careers. Also fostering the use of AI is a way of integrating essential 21st-century skills, enhancing personalized learning, and preparing students for future technological advancements. By thoughtfully introducing AI into our curriculum, we aim to cultivate innovation, critical thinking, and digital literacy, ensuring our students are well-equipped to thrive in a rapidly evolving world. Our mission is to help our students become independent thinkers and creators, develop a growth mindset, and connect their learning to real-world applications by pursuing their interests and bringing ideas to life.

Integrated Social Curriculum

We use *The Leader in Me* program by Franklin Covey integrated throughout our entire day schoolwide. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. Content from *The 7 Habits of Highly Effective People* is a key component of the overall *Leader in Me* process. *The 7 Habits* is a synthesis of universal, timeless principles of personal and interpersonal effectiveness, such as responsibility, vision, integrity, teamwork, collaboration and renewal, which are secular in nature and common to all people and cultures. (*The Leader in Me* website, theleaderinme.org) A social curriculum that links academic success, behavior, and character development has been scientifically proven to improve academic progress and behavior. Grade level standards will be taught while students also practice and apply skills in real life situations and community service projects. This continuity provides a common language and application of the 7 Habits and *The Leader in Me* program. Life skills are an empowering part of the integrated approach as well. By focusing on character education, the 7 Habits, and leadership across all grade levels, our students will have a common ground within our school culture to learn, discuss, and apply what they are learning. We will aim to teach children that these habits are life skills and social skills that they will need to have at every age to be successful. Our *Leader in Me* Lighthouse Team is SOAR's Leadership Team and it is made up of staff that represent all facets of SOAR. We also have a Student Lighthouse Team with student leaders representing grades 3 and up that help make school decisions and give feedback throughout the school year.

CA Community School

SOAR students, families, and community members benefit from SOAR becoming a CA Community School. We received a two year planning grant and a five year implementation grant. The purpose of this grant money is to support SOAR's "efforts to partner with community agencies to align community resources to improve student outcomes. These partnerships provide an integrated focus on academics, health and social services, youth and community development, and community engagement." (CDE)

"Community school strategies can be an effective approach to mitigate the academic and social impacts of emergencies that affect local communities, improve school responsiveness to student and family needs, and to organize school and community resources to address barriers to learning. Community schools often include four evidence-informed programmatic features, which are aligned and integrated into high-quality, rigorous teaching and learning practices and environments:

- Integrated support services;
- Family and community engagement;
- Collaborative leadership and practices for educators and administrators; and
- Extended learning time and opportunities." (CDE)

CA Community School Partnerships are making the needed resources available to our students, families, and community members.

Differentiation is Key for All Students

SOAR adopts the following principles for instruction for **all** students regardless of their classification or past educational history or when they enter SOAR. The following principles align specifically to differentiation of instruction, a key instructional strategy at SOAR.

- All students are capable of learning to high standards if optimal teaching and a supportive environment are provided.
- Learning is a process.
- Language is acquired through daily social interactions that are engaging, meaningful, and purposeful in and out of the classroom.
- Teaching/learning needs to be responsive and interactive. Cultural norms and expectations for effective use of language and participation in mainstream social and academic life need to be explicitly taught to students, especially English Learners.
- In instruction, the content must be rich and challenging and the teaching must be carefully scaffolded and structured to promote depth of knowledge.
- Self-assessment, self-monitoring, academic practices, and learning strategies need to be explicitly taught to students, especially At-Promise and English Learner students.
- Evaluation, curriculum, and assessments need to be aligned to reflect high standards and best practices.

Addressing the Needs of All Students

Plan for students who are academically low achieving

The key to meeting the needs of all students is early intervention. Students who score below grade level will enter into the intervention program where they will receive intervention goals based on skills needed to progress their learning. These goals are based on data from diagnostic testing such as STAR tests, Basic Phonics Skills Test, Reflex math, and other assessments. A team of specialized teachers and instructional aides work with these students to help them achieve these goals. In some cases, these students are referred to the Student Success Team (“SST”) process for more careful tracking, possible retention, or assessments from the Charter School Psychologist. Communication between the intervention team, classroom teacher, and family is key at every step of the process. Students may also enter into the intervention program based on displaying challenging behaviors, chronic absenteeism, or other factors impeding their learning. All interventions are research-backed and performed with fidelity.

Students who do not meet State Standards for their age/grade level as identified by the teacher or referred by the parent due to low assessment results or behavior concerns will be entered into our SST process. This school-wide process involves identifying low- performing students, meeting with parents and teachers, implementing various research-based interventions, and monitoring the response to interventions and the progress to overcome the student's academic or social concerns. Students will be referred to the Charter School Psychologist for academic testing if the SST process determines that various interventions have not been successful. Below is a list of possible interventions that may be recommended through the SST process:

- Work 1:1 or in a small group
- Work in the learning center or classroom with instructional aide differentiated instruction
- After-school intervention/tutoring classes
- Cross-age tutoring
- Parent volunteers for one to one support
- Small group and one-on-one instruction from the teacher intensive mini-lessons
- Instructional software
- Parent workshops
- Change in achievement-level group (Students flexible grouping may change depending on ability and area of concern)
- Reteaching specific English Language Development skills as pertinent to the EL student's level of ELD proficiency
- Specific English Language Development skills as pertinent to the EL student's level of ELD

SOAR believes that all children can learn and we will continually seek out additional solutions for students who are academically low- achieving, including instructional technology, home-to-school connections, tutoring, differentiated instruction, special education, and other strategies. Students who qualify as English Learners will receive integrated and designated support for English Language Development. These interventions may look different year to year as budget permits.

Retention and Promotion Policy

The policy of SOAR is to ensure the academic success of every student. Students are expected to meet grade-level standards and shall receive the necessary instructional support to enable them to be successful. The decision to promote or retain shall be based on consistently applied criteria for standards-based academic performance. SOAR recognizes that retention must be considered if the student has not met the criteria and has not responded positively to intervention support. The decision to retain will be based on Board policy. The Director of Intervention and Parent Engagement makes the decision concerning student promotion or retention in kindergarten following consultation with the teacher and parent/guardian. Retention in kindergarten can only occur with parental consent.

Plan for students who are academically high achieving

High achieving students will be challenged through differentiation in their individual gifted area(s). A student does not have to be designated as gifted and talented education ("GATE") to work above their standard level. With differentiation, high achievers will be able to work at higher standards with more in depth instruction. A student's instructional level in a content area will be based on, and accelerated to a higher standard level as their assignments and assessments demonstrate mastery of current standards. A rich well-rounded project-based curriculum will encourage all students to express what they've learned in a variety of ways. All students at SOAR Charter Academy will be treated as high achievers. SOAR Charter Academy has developed an assessment model to identify students as Gifted and Talented. Appropriate consideration is given to screening economically disadvantaged pupils and those with varying cultural backgrounds. The Raven Progressive Matrices is used to measure intellectual ability of students in grades 2nd, 5th, and 7th with parents' permission. Signed permission to test is required for all students being evaluated. GATE testing will occur between January and March of each school year. SOAR Charter Academy works to provide a rigorous, rich, and relevant learning environment for all students. Children who are identified as GATE will continue to receive the same curriculum; however, a GATE student can expect to be challenged in the curriculum through differentiated instruction.

Differentiation is done through variations in classroom projects and/or activities. Projects/activities may show depth, acceleration, novelty, and complexity. The delivery of the curriculum is determined through evaluation of individual student needs, lesson objectives, and applicable teaching strategies. The most common forms of differentiation are compacting (testing out), interest/learning centers, tiered (multi-level) assignments, flexible skills grouping, high level questioning, and independent projects.

Plan for English Learners

The Charter School will meet all applicable legal requirements for English Learners ("EL"), including long-term English Learners and students At-Promise 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 upon a student's initial enrollment into a California public school (on enrollment forms).

ELPAC Testing

All students who indicate that their home language is other than English will be ELPAC tested within thirty days of initial enrollment and at least annually thereafter between February 1st and June 30th until re-designated as fluent English proficient (“RFEP”).

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

Strategies for English Learner Instruction and Intervention

As a charter school, SOAR is not required to follow Education Code Section 305. SOAR follows the State’s English Language Development standards, which were developed to ensure EL students could meet the ELA grade level standards within the guidelines of State Standards. Teachers are familiar with the benchmarks listed in the framework to ensure the EL students are progressing in their English Development. SOAR is addressing the State Standards for English Language Development through integrated ELD done in the classroom across all academic content areas and designated ELD with a teacher that holds the appropriate English Learner authorization.

SOAR does work to progress the education of all students; including EL students, by having a team of intervention specialists under the supervision of the qualified teacher to help facilitate designated ELD. The ELD teacher uses ELPAC test data, California English Language Development Standards, and student linguistic and academic needs to facilitate designated ELD instruction in the least segregative manner. Teachers use Specially Designed Academic Instruction in English (“SDAIE”) strategies along with the instructional components offered through our Language Arts curriculum to assess and build our English Learners’ skill base. Reflected in our CAASPP scores and ELPAC results we feel that our EL population is thriving in our environment and we are meeting their needs without implementing a boxed ELD curriculum.

SOAR will meet all applicable state and federal requirements for English Learners as it pertains to language survey cards, annual notification to parents, student identification, placement, program options, teacher qualifications and training, English Language Development instruction, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Our program is designed to provide EL students with the instruction and support necessary to break down language barriers, and master the English language and academic curriculum, thus ensuring equal opportunities and access for them to succeed academically and socially. The Charter School will implement policies to ensure proper placement evaluation, and communication regarding ELs and the rights of students and parents.

Our ELA curriculum has an English Learner resource and English Language development objectives woven throughout the program to facilitate integrated ELD with scaffolds and support for all

English Learner proficiency levels. Speaking, vocabulary, reading, and writing are highly stressed throughout this program and the woven EL support provides effective strategies on how to support these students. Teachers are familiar with the benchmarks listed in the ELD framework such as specific language purposes and functions and proficiency level descriptors to ensure the EL students are progressing in their English Development. Teachers use SDAIE strategies along with the instructional components offered through our English Language Arts curriculum to assess and build our English Learners' skill base. Reflected in our CAASPP scores and ELPAC results, we feel that our EL population is thriving in our environment and we are meeting their needs without implementing a boxed ELD curriculum.

All our teachers are trained in ELD Standards, SDAIE strategies, instruction to accommodate all modalities, and other effective research based techniques that address English Learners' needs during our staff development. These strategies and techniques are used daily across core content areas to meet the needs of all our students through the instructional schedule used for differentiation.

ELD Instruction- All English Learners are supported through a combination of integrated and designated ELD instruction, a supportive SOAR culture, and additional academic support as needed. ELs have daily access to the core curriculum and are taught through structured English Immersion and integrated ELD. Teachers have been trained in SDAIE technique to meet the needs of English Learners. These strategies emphasize comprehensible input, including the use of visuals, realia, and hands on learning, which will help make concepts accessible to English Learners. Our teachers will provide EL students with the instruction and support necessary to break down language barriers, and master the English language and academic curriculum, thus ensuring equal opportunities to succeed academically.

Reclassification- The Charter School has developed criteria to determine fluent English proficiency ("FEP") for ELs consistent with legal requirements regarding standardized testing and other required assessments. Reclassification procedures will utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC. Students must obtain an overall score of Well Developed (Performance level 4) to be considered for reclassification.

Students must demonstrate grade-level proficiency on at least one standardized assessment. On the CAASPP English test, this corresponds to a score of Standard Met, while on the STAR Reading assessment, it corresponds to achieving Level 3.

Participation of the pupil's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery. Students must be meeting grade level standards in reading and English Language Arts.

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

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

Monitoring and Evaluation of Program Effectiveness: The Charter School evaluates the effectiveness of its education program for ELs by:

Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.

Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design. Monitoring student identification and placement.

Monitoring availability of adequate resources.

Plan for Special Education Including Children with Disabilities

SOAR complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504, the ADA, and the IDEA.

SOAR shall be categorized as a public school of the District in accordance with *Education Code Section 47641(b)*. Under a memorandum of understanding ("MOU") entered into with SBCUSD, SOAR provides special education and related services for its students, and the District passes through to the Charter School SOAR's apportionment for special education.

SOAR complies with all state and federal laws related to the provision of special education instruction and related services and all Special Education Local Plan Area ("SELPA") policies and procedures; and shall utilize appropriate District and/or SELPA forms.

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

Serving Students with Disabilities under the IDEA

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

All students with disabilities under the IDEA are supported by resource specialists provided by SOAR's Special Education Department. The RSP teachers and aides work with students with disabilities on a daily basis as specified in each student's IEP. The RSP teachers include all concerned staff in regularly scheduled IEP meetings to ensure that all student goals are being met in the least restrictive environment. SOAR provides students with disabilities with an inclusive, rigorous, college preparatory program.

SOAR is a part of the San Bernardino City Unified SELPA through the District, but it is not a local educational agency member of the SELPA. SOAR will follow all applicable District and SELPA policies and procedures in identifying students who may qualify for special education programs and services, for responding to record requests and parent concerns, and for maintaining the confidentiality of pupil records. SOAR agrees to promptly respond to all District inquiries and to comply with District directives.

Staffing for Special Education

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

SOAR is responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. Additionally, SOAR is responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow District and SELPA policies as they apply to all District and SELPA schools for responding to implementation of special education services. The Charter School will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

SOAR shall have the responsibility to identify and refer students who have or may have exceptional needs that qualify them to receive special education services. SOAR 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 general education program have been considered, and where appropriate, utilized.

SOAR will follow Child-Find procedures to identify students who may require assessment to consider special education eligibility 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*. SOAR’s School Psychologist will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District’s and SELPA’s general practices and procedures and applicable law.

IEP Meetings

The IEP team membership shall be in compliance with state and federal law. SOAR 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 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 representatives who are knowledgeable about the general education program at the Charter School and/or about the student. SOAR 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 of notice of parental rights.

IEP Development

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

IEP Implementation

SOAR shall be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology. SOAR 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. SOAR shall comply with any directive of the SELPA as it relates to IEP implementation.

Interim and Initial Placements of New Charter School Students

SOAR shall comply with *Education Code Section 56325* with regard to students transferring into SOAR within the academic school year. In accordance with *Education Code Section 56325(a)(1)*, for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time SOAR 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 to SOAR from a district operated program under the same special education local plan area of the District within the same academic year, SOAR shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent agrees to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to SOAR with an IEP from outside of California during the same academic year, SOAR 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.

Non-Public Placements/Non-Public Agencies

SOAR shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. SOAR shall immediately address parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

It is understood and agreed that all children will 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 their disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

SOAR shall immediately address any concerns raised by parents. The Charter School's designated representative, shall investigate as necessary, respond to, and address the parent/guardian's concern or complaint. SOAR shall schedule meetings in a timely manner with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. SOAR shall be ultimately responsible for determining how to respond to parent concerns or complaints, under the direction of its Board of Directors and/or the SELPA.

SOAR and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

SELPA Representation

It is the Charter School's understanding that SBCUSD shall represent the Charter School at all SELPA meetings and report to the Charter School of SELPA activities in the same manner as is reported to all schools within the District.

Funding

The Charter School and the District have agreed to a "pass-through" model for special education, whereby the District will distribute to SOAR the apportionment its students generate for special education, less any amounts agreed to by the parties, as documented in a special education MOU.

Section 504 and Americans with Disabilities Act

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

All qualifying identified students are provided with annual 504 team meetings to establish necessary, reasonable accommodations to ensure that every student with special needs is not

discriminated against in any way. Each student's 504 Plan is reviewed at least once per year to determine the appropriateness of the plan, continued eligibility or readiness to discontinue the 504 Plan. All identified students have the opportunity to participate in and benefit from all school programs such that they can achieve to the fullest of their abilities.

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

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

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free 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 will 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 will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Socioeconomically Disadvantaged/Low Income Students

It is the philosophy of SOAR that all students can learn and succeed, and that disadvantaged students are entirely capable of academic excellence. Our emphasis on a school community and the responsibility we have to one another within that community extends to the parents and families of our students as well. SOAR recognizes that our target population, neighborhood, and City of San Bernardino as a whole, face many challenges as a community, and that some children within the community may lack at-home academic/social/emotional support that many families and communities take for granted. We will address the needs of these students through our Community Schools implementation and provide resources to our families.

Professional Development

SOAR is committed to supporting its staff by providing ongoing opportunities for professional growth. Staff development will take place approximately four full Mondays/Fridays each school year and four days before the school year begins. Teachers will also meet on a weekly basis to develop their skills and expertise in focused areas during their planning time. Additionally, Title II categorical funding provides ongoing opportunities for teachers or other staff members to attend professional development trainings and conferences. SOAR staff members who have been trained in specific areas regularly present best practices, research-based strategies and methodologies that are proven to increase student achievement.

SOAR will also use a leadership model with teachers at the Charter School. Teachers with greater experience will be mentors for the teachers with less experience. We have also implemented Peer Coaching in which some credentialed staff will be peer coaches to other credentialed staff and will conduct peer observations, as well as coaching in terms of best practices and instructional methods.

Charter School Goals and Actions in the State Priorities

SOAR has provided a reasonably comprehensive description of its annual goals and actions in the State Priorities, schoolwide and for all numerically significant pupil subgroups, in accordance with *Education Code Section 47605(c)(5)(A)(ii)*, in Element 2, in the tables “Goals, Actions, and Measurable Outcomes Aligned with the Eight State Priorities.”

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 attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).*

SOAR focuses on the whole child and provides a well rounded education. SOAR is a Lighthouse School as of 2019, which is a model Leader in Me school. Leader in Me focuses on teaching leadership principles, creating a leadership culture, and aligning academic systems. SOAR is also a CA Community School and as of 2025, we are in our first year of implementation after two years of planning. “The California Community Schools Partnership Program will transform educational outcomes for our most vulnerable students through establishing whole child, whole family, and whole community connections at the school sites.” (CDE). We now have the resources to help our students, families, and community in areas we were not able to before due to budget constraints.

Goals, Actions, and Measurable Outcomes Aligned with the Eight State Priorities

The Charter School’s commitment to its educational philosophy empowers students to achieve the following outcome goals as approved in the Local Control and Accountability Plan (“LCAP”), which are explicitly aligned with LCFF State Priorities and with the Charter School’s definition of what it means to be an educated person in the 21st Century.

The Charter School’s LCAP aspiration goals drive student improvement and achievement while taking into account where our students actually are across a 10 year grade span. Meeting those aspirational goals will require realistic steps that the Charter School needs to take.

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School’s annual goals, actions, and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the table below and in the Charter School’s LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District, County, and is also available on our website at [https://soarcharteracademy.org/pdf/2025 Local Control and Accountability Plan SOAR Charter Academy 20250616.pdf](https://soarcharteracademy.org/pdf/2025%20Local%20Control%20and%20Accountability%20Plan%20SOAR%20Charter%20Academy%2020250616.pdf). The Charter School 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. The Charter School shall submit the LCAP to the District and County Superintendent of Schools 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 budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

GOAL #1		
Pupil Outcomes	Related	State
Increase the number of students meeting or exceeding standards in ELA and Math and growth in English language proficiency and decrease the achievement gap between identified subgroups.	Priorities:	
	☐ 1 x 4 x 7	
	x 2 ☐ 5 x 8	
	☐ 3 ☐ 6	
	Local Priorities:	
	☐ :	
	☐ :	
Specific Annual Actions to Achieve Goal		
1.1 Access to Standards Based Instructional Curriculum and Materials 1.2 Intervention Program 1.3 Assessments 1.4 Professional Development 1.5 Access to Technology 1.6 Director of Parent Engagement and Intervention 1.7 Data and Assessment Coordinator 1.8 Student Information System 1.9 Special Education Program 1.10 English Language Learner Support 1.11 Qualified teaching staff 1.12 STEM Teacher and MakerSpace 1.13 Peer Coaching Program		

Expected Annual Outcomes

Metric 1.1 – Renaissance Star Reading (% At or Above Benchmark)							
	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
All Students (Schoolwide)	36%	45%	52%	58%	58%	58%	58%
African American Students	38%	45%	49%	52%	52%	52%	52%
Hispanic Students	34%	38%	42%	46%	46%	46%	46%
White Students	41%	50%	57%	64%	64%	64%	64%
Students with Disabilities	10%	14%	19%	23%	23%	23%	23%
Socioecon. Disadv. Students	32%	38%	45%	52%	52%	52%	52%
Homeless Students	24%	35%	46%	56%	56%	56%	56%
English Learner Students	21%	26%	29%	31%	31%	31%	31%

Metric 1.2 – Renaissance Star Math (% At or Above Benchmark)							
	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
All Students (Schoolwide)	19%	21%	22%	23%	23%	23%	23%
African American Students	17%	19%	20%	21%	21%	21%	21%
Hispanic Students	20%	21%	22%	24%	24%	24%	24%
White Students	27%	28%	29%	25%	25%	25%	25%
Students with Disabilities	6%	6%	7%	7%	7%	7%	7%
Socioecon. Disadv. Students	18%	19%	20%	21%	21%	21%	21%
Homeless Students	21%	22%	23%	25%	25%	25%	25%
English Learner Students	16%	18%	19%	21%	21%	21%	21%

Metric 1.3 – CAASPP English Language Arts (% Met or Exceeded)							
	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
All Students (Schoolwide)	30.84%	33%	35%	36%	36%	36%	36%
African American Students	20.51%	22%	23%	24%	24%	24%	24%
Hispanic Students	30.90%	33%	35%	37%	37%	37%	37%
White Students	41.67%	44%	45%	46%	46%	46%	46%
Students with Disabilities	9.62%	12%	14%	16%	16%	16%	16%
Socioecon. Disadv. Students	30.20%	31%	32%	33%	33%	33%	33%
Homeless Students	30.76%	32%	33%	34%	34%	34%	34%
English Learner Students	21%	23%	25%	27%	27%	27%	27%

Metric 1.4 – CAASPP Mathematics (% Met or Exceeded)							
	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
All Students (Schoolwide)	19.81%	21%	22%	23%	23%	23%	23%
African American Students	15.38%	16%	17%	18%	18%	18%	18%
Hispanic Students	18.45%	19%	20%	21%	21%	21%	21%
White Students	33.33%	34%	36%	37%	37%	37%	37%
Students with Disabilities	3.85%	7%	9%	11%	11%	11%	11%
Socioecon. Disadv. Students	18.39%	19%	20%	21%	21%	21%	21%
Homeless Students	30.77%	31%	32%	33%	33%	33%	33%
English Learner Students	6.06%	9%	12%	14%	14%	14%	14%

Metric 1.6 – Chronic Absentee Rate							
	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
All Students (Schoolwide)	25%	23%	22%	21%	21%	21%	21%
African American Students	30%	28%	27%	26%	26%	26%	26%
Hispanic Students	22%	21%	21%	20%	20%	20%	20%
White Students	22%	21%	21%	20%	20%	20%	20%
Students with Disabilities	26%	25%	24%	23%	23%	23%	23%
Socioecon. Disadv. Students	20%	20%	20%	20%	20%	20%	20%
Homeless Students	26%	25%	25%	25%	25%	25%	25%
English Learner Students	17%	17%	17%	17%	17%	17%	17%

Metric 1.7 – Attendance Rate (www.Panorama.edu)							
	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
All Students (Schoolwide)	92.40%	93%	94%	95%	95%	95%	95%
K–6 Students	91.50%	93%	94%	95%	95%	95%	95%
7–8 Students	95.00%	95%	95%	95%	95%	95%	95%

Metric 1.8 – ELPAC (% Proficient)							
	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
English Learner Students	11.11%	13%	15%	18%	18%	18%	18%

Metric 1.9 – English Learner Reclassification (% of EL Reclassified)							
Applicable Student Groups	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
English Learner Students	11.50%	12%	13%	15%	15%	15%	15%

Metric 1.10 – % of SST Goals Met							
Applicable Student Groups	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
All Students (Schoolwide)	50%	58%	65%	75%	75%	75%	75%

Metric 1.11 – Panorama Student Data (Culture/Climate Survey)							
Applicable Student Groups	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
All Students (Schoolwide)	74% favorable	76%	78%	81%	81%	81%	81%

Metric 1.12 – Panorama Parent Data (Family Survey)							
Applicable Student Groups	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
Parents/Families	85% favorable	87% favorable	89% favorable	90% favorable	90% favorable	90% favorable	90% favorable

Metric 1.13 – California School Dashboard Indicators							
Applicable Student Groups	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
Chronic Absentee Indicator	Yellow	Green	Green	Green	Green	Green	Green
Suspension Rate Indicator	Yellow	Orange	Orange	Orange	Orange	Orange	Orange
English Learner Progress	Orange	Blue	Blue	Blue	Blue	Blue	Blue
ELA Indicator	Orange	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow
Math Indicator	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow
Local Indicators	Standard Met	Standard Met	Standard Met	Standard Met	Standard Met	Standard Met	Standard Met

Metric 1.15 – Leader in Me (MRA Overall & Academics)							
Applicable Student Groups	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
Overall	79	81	83	87	87	87	87
Academics	78	80	81	83	83	83	83

Metric 1.16 – IEP Goals Met							
Applicable Student Groups	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
Students with Disabilities	79%	82%	85%	78%	78%	78%	78%

Metric 1.17 – California Science Test (“CAST”)							
Applicable Student Groups	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
All Students (Schoolwide) Met/Exceeded	30%	33%	36%	38%	38%	38%	38%
Dashboard DFS (Schoolwide)	-13.8	-12	-11.5	-11	-11	-11	-11

GOAL #2		
Conditions of Learning Provide a positive, safe, and stable learning environment in which students' academic, social, and emotional needs are met by a high quality staff with an emphasis on leadership, character education, and community service.	Related State Priorities: x 1 ☐ 4 ☐ 7 ☐ 2 x 5 x 8 ☐ 3 x 6	
	Local Priorities: ☐ : ☐ :	
	Specific Annual Actions to Achieve Goal	
2.1 Access to a clean, safe, and well-maintained facility 2.2 Safety 2.3 Access to a well-rounded program 2.4 Access to social and emotional supports 2.5 Celebrations and Awards 2.6 Leader in Me and House System 2.7 Extended Learning: After School Program, Mondays Off, and Summer School 2.8 High School, College, Trade School, and non-college Career Readiness 2.9 Recruit, hire, and retain teachers, substitutes, and support staff 2.10 CA Community School Partnership 2.11 Provide Art and/or Music Instruction		

Expected Annual Outcomes

Metric 2.1 – School Accountability Report Card (Overall Facilities Rating)							
	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
All Students (Schoolwide)	Good	Good	Good	Good	Good	Good	Good

Metric 2.2 – Grade Level Community Service Projects (% of grade levels that completed a whole-class project)							
Applicable Student Groups	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%	100%

Metric 2.3 – Individual Community Service Projects (% of students completing an individual project)

	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
All Students (Schoolwide)	85%	88%	90%	92%	92%	92%	92%

Metric 2.4 – Panorama Student Data (Culture Survey)

	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
All Students (Schoolwide)	74%	76%	78%	81%	81%	81%	81%

Metric 2.5 – Panorama Parent Data (Family Survey)

	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
Parents/Families	85%	87%	89%	90%	90%	90%	90%

Metric 2.6 – Attendance Rate (Aeries)

	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
All Students (Schoolwide)	92.4%	93%	94%	95%	95%	95%	95%
K–6 Students	91.5%	93%	94%	95%	95%	95%	95%
7–8 Students	95.0%	95%	95%	95%	95%	95%	95%

Metric 2.7 – Chronic Absentee Rate

	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
All Students (Schoolwide)	25%	24%	22%	20%	20%	20%	20%

Metric 2.8 – Staff Retention Rate

	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
Remain Rate	79%	85%	88%	90%	90%	90%	90%
Return Rate	91%	92%	93%	95%	95%	95%	95%

Metric 2.9 – Student Participation in Extracurricular Activities							
	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
All Students (Schoolwide)	66%	68%	71%	73%	73%	73%	73%

Metric 2.10 – Student Suspension Rate (% with one or more suspensions)							
	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
All Students (Schoolwide)	5.4%	5.0%	4.5%	4.2%	4.0%	4.0%	4.0%
African American Students	8.5%	8.0%	7.5%	7.0%	6.5%	6.5%	6.5%
Hispanic Students	5.8%	5.5%	5.0%	4.5%	4.0%	4.0%	4.0%
White Students	3.0%	2.5%	2.0%	2.0%	2.0%	2.0%	2.0%
Students with Disabilities	9.5%	9.0%	8.5%	8.0%	7.5%	7.5%	7.5%
Socioecon. Disadv. Students	5.6%	5.5%	5.0%	4.5%	4.0%	4.0%	4.0%
Homeless Students	6.9%	6.5%	6.0%	5.5%	5.5%	5.5%	5.5%
English Learner Students	7.8%	7.5%	7.0%	6.5%	6.0%	6.0%	6.0%

Metric 2.11 – Student Expulsions							
	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
All Students (Schoolwide)	2	1	0	0	0	0	0

Metric 2.12 – California School Dashboard Indicators							
	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
Chronic Absentee Indicator	Yellow	Green	Green	Green	Green	Green	Green
Suspension Rate Indicator	Yellow	Orange	Orange	Orange	Orange	Orange	Orange
English Learner Progress	Orange	Blue	Blue	Blue	Blue	Blue	Blue
ELA Indicator	Orange	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow
Math Indicator	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow
Local Indicators	Met	Met	Met	Met	Met	Met	Met

Metric 2.13 – Leader in Me Measurable Results Assessment (MRA: Overall, Leadership, Culture)							
	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
Overall	79	82	84	87	87	87	87
Leadership	78	82	84	87	87	87	87
Culture	82	85	87	89	89	89	89

Metric 2.14 – Community Schools Partnership Data							
	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
Hop Skip Drive Rides	669	No Target Needed	No Target Needed	No Target Needed	No Target Needed	No Target Needed	No Target Needed
Hazel Health Visits	New in 25	No Target Needed	No Target Needed	No Target Needed	No Target Needed	No Target Needed	No Target Needed
Community Touches	New in 25	No Target Needed	No Target Needed	No Target Needed	No Target Needed	No Target Needed	No Target Needed
Outside Community Partners	12	15	18	20	20	20	20
Universal Screener (% Fav)	57%	60%	63%	65%	65%	65%	65%
Parent Meetings Attended	80%	85%	88%	90%	90%	90%	90%
Focus Groups	1	3	4	5	5	5	5

Metric 2.15 – Mental Health Counselor Data (# of Students Served)							
	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
All Students (Schoolwide)	27	No Target Needed	No Target Needed	No Target Needed	No Target Needed	No Target Needed	No Target Needed

Metric 2.16 – Music Program Data							
	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
Music Survey (% Fav)	New in 25	Target in 26	Target in 26	Target in 26	Target in 26	Target in 26	Target in 26
Student Participation	New in 25	Target in 26	Target in 26	Target in 26	Target in 26	Target in 26	Target in 26
# of Performances	New in 25	Target in 26	Target in 26	Target in 26	Target in 26	Target in 26	Target in 26
Performance Scores	New in 25	Target in 26	Target in 26	Target in 26	Target in 26	Target in 26	Target in 26

Metric 2.17 – Extended Learning Data							
	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
Tutoring (students served)	New in 25	No Target Needed	No Target Needed	No Target Needed	No Target Needed	No Target Needed	No Target Needed
Summer School (students served)	122	No Target Needed	No Target Needed	No Target Needed	No Target Needed	No Target Needed	No Target Needed
ELOP / After School (students)	469	No Target Needed	No Target Needed	No Target Needed	No Target Needed	No Target Needed	No Target Needed

Metric 2.18 – Student Remain and Return Rate							
	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
Remain Rate	91.30%	92%	92%	93%	93%	93%	93%
Return Rate	96.10%	97%	97%	97%	97%	97%	97%

GOAL #3	
Engagement	Related State
Increase parent and community engagement to support the success of all students.	Priorities:
	☐ 1 ☐ 4 ☐ 7 ☐ 2 ☐ 5 x 8 x 3 ☐ 6
	Local Priorities:
☐ : ☐ :	
Specific Annual Actions to Achieve Goal	
3.1 Involve our Parents and the Community in our educational and extracurricular programs	
3.2 Communicate regularly with Families and the Community using a variety of means	

Expected Annual Outcomes

Metric 3.1 – Panorama Parent Data (% of parents satisfied with the Charter School)							
	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
Parents/Families	85%	87%	89%	90%	90%	90%	90%

Metric 3.3 – Attendance Rate (Aeries)							
	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
All Students (Schoolwide)	92.4%	93%	94%	95%	95%	95%	95%
K–6 Students	91.5%	93%	94%	95%	95%	95%	95%
7–8 Students	95.0%	95%	95%	95%	95%	95%	95%

Metric 3.4 – Family Engagement (% of families participating in events)							
	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
Families with 10+ Events	20%	21%	22%	22%	22%	22%	22%
Families with 5+ Events	49%	52%	54%	55%	55%	55%	55%
Families with 1+ Events	92%	93%	94%	95%	95%	95%	95%

Metric 3.5 – Leader in Me Measurable Results Assessment (Overall & Family Engagement)							
Applicable Student Groups	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
Overall	77	80	83	85	85	85	85
Family Engagement	84	87	90	92	92	92	92

Metric 3.6 – Parent Participation in Surveys							
Applicable Student Groups	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
Panorama Survey	30%	32%	34%	35%	35%	35%	35%
LIM MRA Survey	13%	16%	18%	20%	20%	20%	20%

Metric 3.7 – Grade Level Community Service Projects (% of grade levels completing a project)							
Applicable Student Groups	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%	100%

Metric 3.8 – Individual Community Service Projects (% of students completing a project)							
Applicable Student Groups	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
All Students (Schoolwide)	85%	88%	90%	92%	92%	92%	92%

Metric 3.9 – Community Schools Partnership Data							
Applicable Student Groups	Baseline	25-26	26-27	27-28	28-29	29-30	30-31
Hop Skip Drive Rides	669	No Target Needed	No Target Needed	No Target Needed	No Target Needed	No Target Needed	No Target Needed
Hazel Health Visits	New in 25	No Target Needed	No Target Needed	No Target Needed	No Target Needed	No Target Needed	No Target Needed
Community Touches	New in 25	No Target Needed	No Target Needed	No Target Needed	No Target Needed	No Target Needed	No Target Needed
Outside Community Partners	12	15	18	20	20	20	20
Universal Screener (% Fav)	57%	60%	63%	65%	65%	65%	65%
Parent Meetings Attended	80%	85%	88%	90%	90%	90%	90%
Focus Groups	1	3	4	5	5	5	5

Element 3. METHODS OF ASSESSMENT & USES OF DATA

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

Student Outcome Measurement

SOAR utilizes a number of methods of measuring our academic and schoolwide success. The following methods of measurement are also included in the LCAP.

Uses of Data/Reporting for Continuous Improvement

The following plan is utilized for collecting, analyzing, and reporting student achievement in a continuous manner. Teachers and instructional aides are trained and develop the expertise to use data to understand student challenges, and also to develop the skills they need to individualize instruction and overcome these challenges.

SOAR instruction is based upon trimesters for TK - 6th grade and the semester system for 7th and 8th grade. Student progress towards skill mastery is documented at the end of each of those periods. Student-led parent-teacher conferences are held in person for all students at the end of November, and on an as needed basis in March. It is the goal of all staff at SOAR to keep all lines of communication open to ensure that student needs are met and that students are given the opportunity to achieve to the best of their abilities. Teachers share student's academic, social, emotional, and physical progress with parents. Students are trained to lead their own conference.

At the beginning of the year, students are assessed using multiple measures to determine math and English Language Arts levels. Teachers meet to analyze all State Testing (CAASPP, California Alternate Assessment ("CAA"), CAST, and ELPAC results of returning students and meet several times during the year to review student progress. At these meetings teachers determine which students may need more aggressive support, acceleration, remediation, or a Student Success Team Plan.

CAASPP assessments are analyzed once results are received from the state. Once state test results are available, teachers are provided time to collectively review student performance, and to strategize for short and long-range curricular planning. Teachers analyze school-wide trends and formulate solutions to address these gaps in student achievement. In addition to formal summative and formative assessments, teachers use classroom-based observations and teacher- and school-generated assessments as part of the grading process and to conduct ongoing review of the attainment of all State Standards.

Student Information System & Attendance Tracking

SOAR uses AERIES as its Student Information System (“SIS”).

School Accountability Report Card

SOAR produces and publicly posts the School Accountability Report Card (“SARC”). The SARC is available on the SOAR website (www.soarcharteracademy.org) and it is also submitted to the San Bernardino City Unified School District and the CDE. The SARC includes, but is not limited to, enrollment/demographics, state assessment data, facilities, instructional materials, staffing information, and opportunities for parent involvement.

SOAR complies with all District requests regarding all curriculum, staff credentials, staff background checks, and fiscal records which are consistent with the District’s oversight responsibilities under *Education Code Sections 47604.3, 47604.32 and 47607*.

SOAR complies with San Bernardino City Unified School District’s requested visitations to enable SBCUSD to gather information needed to validate the Charter School’s performance and compliance with the terms of the charter. SOAR additionally agrees to and submits to the right of the District to make random visits and inspections or observations 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*, SOAR promptly responds to all reasonable inquiries including, but not limited to inquiries regarding its financial records, made by the District, the San Bernardino County Superintendent of Schools, and the State Superintendent of Public Instruction.

SOAR Reporting Data to the San Bernardino City Unified School District

In addition to the SARC, SOAR Annual Report, and compliance with all requested oversight meetings and visits, SOAR Charter Academy also commits to reporting up-to-date academic, operational, and fiscal performance of the Charter School, at least twice annually. SOAR also commits to timely providing the District with any additional information as requested, consistent with the District’s oversight responsibilities as the Charter School’s authorizer. All reporting will be done in formal written fashion and may be presented in a brief presentation to the SBCUSD Board of Education. SOAR is amenable to additional reporting if requested.

Element 4. GOVERNANCE

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

SOAR Charter Academy will be a directly funded independent charter school and will be operated by a California non-profit public benefit corporation, pursuant to California law upon approval of this charter. SOAR Charter Academy, Inc. is a California non-profit public benefit corporation with 501(c)(3) tax exempt status. SOAR Charter Academy, Inc. governs the Charter School pursuant to its adopted bylaws, which are consistent with this charter. SOAR is a charter school established and operated by the Board of Directors of SOAR Charter Academy, Inc.

SOAR shall be subject to *Government Code Section 1090*, as set forth in Education Code Section 47604.1, the *PRA*, and any attendant regulations as they may be amended from time to time, and all conflict of interest laws and prohibitions applicable to California non-profit corporations and/or California charter schools. All officers, employees, and members of the governing board of SOAR shall comply with the requirements of each and all of those conflict of interest laws and regulations.

SOAR has adopted a Conflict of Interest Code compliant with these applicable laws and will review, revise, and maintain that Code as current throughout the term of the Charter, and provide a copy of that Code and the documentation of board action adopting it to the District (and any revisions thereto). All affected SOAR officers, employees, representatives, and governing board members shall comply therewith. (See Appendices for the Charter School Articles of Incorporation, Bylaws, and Conflict of Interest Code.)

SOAR shall operate autonomously from the District, with the exception of supervisory oversight. Pursuant to the *Education Code Section 47604(d)*, the District shall not be liable for the debts and obligations of SOAR or for claims arising from the performance of acts, errors, or omissions by SOAR as long as the District has complied with all oversight responsibilities required by law. SOAR further specifies that its indemnification and hold harmless obligations pursuant to this Charter extend to indemnify and hold the District harmless from any and all financial obligations in the event of an unbalanced budget.

Board of Directors

SOAR is governed by a Board of Directors (the “Board”) which has a legal fiduciary responsibility for the well-being of the organization. The Board shall be ultimately responsible for the operation and activities of SOAR. Board Members have a responsibility to solicit input from, and opinions of, the parents of students, the staff, and staff, regarding issues of significance and to weigh the input and opinions carefully before taking action.

The primary method for executing the Board's responsibilities is the adoption of policies that offer guidance and implementation of the charter and procedures to assist the staff in facilitating the execution of such policies. The Board is composed of not less than three (3) nor more than seven (7) members who represent a cross-section of the Charter School community. All directors shall be designated by the existing Board of Directors. In accordance with *Education Code Section 47604(c)*, the District has the right to appoint a representative to the SOAR Board. If the District chooses to do so, the Charter School may appoint an additional member to ensure that the Board is maintained with an odd number of directors.

The names and relevant qualifications of all persons whom the petitioner nominates to serve on the Board of Directors is described at https://www.soarcharteracademy.org/apps/pages/index.jsp?uREC_ID=372662&type=d

Board Meetings and Duties

The Board of Directors of the Charter School will meet regularly, and in accordance with the Brown Act and *Education Code Section 47604.1(c)*.

The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including, but not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismiss the Executive Director of the Charter School
- Approve all major contractual agreements
- Approve and monitor the implementation of general policies of the Charter School
- Approve and monitor the Charter School's annual budget and budget revisions
- Contract with an external independent auditor to produce an annual financial audit
- Establish operational committees as needed
- Regularly measure progress of both student
- Involve parents and the community in school related programs
- Execute all applicable responsibilities provided for in the California Corporations Code
- Engage in ongoing strategic planning
- Approve the Charter School calendar and schedule of Board meetings
- Review requests for out of state or overnight field trips
- Participate in the dispute resolution procedure and complaint procedures when necessary
- Submit requests for material revisions as necessary to the District
- Approve annual independent fiscal audit

To the extent allowable by law, the Board may delegate the implementation of its duties to the Executive Director or other appropriate Charter School employee. Day-to-day business operations of SOAR and educational oversight are managed by the Charter School Directors. The Executive Director will be the leader of the Charter School, ensuring curriculum is implemented to maximize student learning experiences. The Executive Director must report directly to the Charter School

Board of Directors and is responsible for the orderly operation of the Charter School and supervision of all employees.

The Charter School Board of Directors will attend an in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, ethics (AB 2158), conflicts of interest and the Brown Act.

To address parent involvement in our governance, SOAR Board has two parent members as stated in our Board Bylaws and allows time at all monthly Board meetings for Public Comment.

Element 5. EMPLOYEE QUALIFICATIONS

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

Assurances

SOAR agrees to comply with the provisions of the Education Code as they apply to certificated and paraprofessional employees of charter schools. Teachers shall be well qualified and hold the Commission on Teacher Credentialing certificate, permit, or other document equivalent required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district.

SOAR shall only assign teachers to subjects in which they are properly credentialed, including English learner authorization. SOAR maintains current copies of all teacher credentials which are readily available for inspection. If employed, paraprofessional employees may assist with instruction and must also meet the minimum ESSA requirements applicable to charter schools. SOAR utilizes resources for active recruitment of fully credentialed teachers such as the California Charter Schools Association, the Charter Schools Development Center, LinkedIn, Edjoin.org, and other local vehicles.

SOAR shall not employ a person until they have submitted to a criminal background check and furnished a criminal record summary as required by *Education Code Sections 44237 and 45125.1*.

The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to *Education Code Sections 44830.1 and 45122.1*.

SOAR does not discriminate against any employee on the basis of race, religion, creed, color, gender, gender identity, gender expression, nationality, sex, pregnancy, sexual orientation, age, national origin, ancestry, ethnic group identification, genetic information, physical or mental disability, medical condition, marital status, childbirth or related medical condition, military and veteran status, denial of family and medical care leave, or any other protected classification, in accordance with applicable law.

Staff Selection Process

To ensure selection of the highest quality staff, SOAR implements the following staff selection process:

The Board of Directors hires the Executive Director. All other staff shall be hired by the Directors and/or a hiring committee on which a Director sits.

All open positions will be filled with the following process: When no “in-house” candidates are available for appropriate promotion within SOAR or when otherwise appropriate, job openings are marketed online via edjoin.org. Teacher recruitment agencies are utilized when possible. Applicants submit an application, resume, cover letter, and letters of reference. Verification of credential and previous employment, State and Federal background checks, and professional and personal reference checks of candidates.

Job Descriptions

The following job descriptions outline the key positions at the Charter School, including their qualifications and responsibilities. Job descriptions are revised as necessary to reflect the needs of the Charter School. Such revisions shall not require the Charter School to seek a material revision of the charter so long as the amendments comport with legal requirements.

Executive Director – Employment Qualifications

Education

- Bachelor’s degree in Education, Business Administration, Nonprofit Management, or a related field required.
- Master’s degree in Educational Leadership, Public Administration, or related field preferred.

Experience

- Minimum of 3 years of progressively responsible leadership experience in education, nonprofit management, or a related field preferred.
- Demonstrated success in leading an organization or department, including strategic planning, budget oversight, and personnel management.
- Experience working in a K–8 educational setting or with charter schools strongly preferred.
- Experience managing compliance with state and federal education regulations, including charter school laws.

Knowledge, Skills, & Abilities

- Strong knowledge of instructional leadership, curriculum development, and educational best practices.
- Excellent interpersonal, communication, and public speaking skills to engage with diverse stakeholders—students, parents, staff, board members, and the community.
- Ability to lead with integrity, transparency, and a student-centered approach.

Other Requirements

- Must pass required background checks and fingerprint clearance.
- Commitment to SOAR’s mission of high academic achievement, character development, and community engagement.
- Flexibility to attend evening and weekend events as needed.

The **Executive Director** provides instructional leadership for the academic success of the Charter School. The Executive Director reports directly to the Board of Directors and serves as the educational leader of the Charter School, responsible for managing the policies, regulations, and procedures to ensure that all students are supervised within a safe learning environment that meets the approved curricula and mission of the Charter School.

Achieving academic excellence requires that the Executive Director work collaboratively to direct and nurture all members of the Charter School staff hired by the Board of Directors and to communicate effectively with parents. Inherent in the position are responsibilities for scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations.

Job Functions and Responsibilities

- Provide advice and guidance to the Board of Directors in the development of identified areas of policy.
- Participate in strategic, financial, and human resources (“HR”) planning with other Charter School administrative and teaching staff, when required.
- Assist in the research, preparation, and submission of the annual budget to the Board of Directors.
- Provide leadership by delegating tasks, responding to staff inquiries, and providing overall direction to employees.
- Attend meetings throughout the community, and with professional/business organizations on behalf of and in promotion of the Charter School.
- Provide instructional leadership for the ultimate academic success of the Charter School.
- Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.
- Manage, evaluate, and supervise effective and clear procedures for the operation and functioning of the Charter School consistent with the philosophy, mission, values, and goals of the Charter School—including instructional programs, extracurricular activities, and discipline systems—to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures. Ensure compliance with all laws, board policies, and civil regulations.

- Work with registrar and counselor on the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with SOAR's mission statement and instructional goals.
- Oversee the instructional programs of the Charter School by evaluating lesson plans and observing classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child development.
- Ensure a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students at all times utilizing *The Leader in Me* Program.
- Establish a professional rapport with students and with staff that has their respect. Display the highest ethical and professional behavior and standards when working with students, parents, and school personnel. Serve as a role model for students—dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession. Encourage all teachers to do the same.
- Implement Board policy and comply with all applicable laws when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide, or students appearing to be under the influence of alcohol or controlled substances.
- Keep the Board advised of employees not meeting their contractual agreements.
- Keep the staff informed and seek ideas for the improvement of the Charter School. Conduct regular staff meetings.
- Assume responsibility for the health, safety, and welfare of students, employees, and visitors.
- Maintain visibility with students, teachers, parents, and the Board.
- Communicate regularly with parents, seeking their support and advice, to create a cooperative relationship to support the student in the Charter School.
- Perform any duties that are within the scope of employment and certifications, as assigned by the Board and not otherwise prohibited by law or in conflict with contract.
- Create an ongoing system of improvement and lead school wide annual planning

Job Title: Director of Human Resources and Communications

Position Summary

The Director of Human Resources and Communications leads SOAR Charter Academy's human resources functions and internal/external communications. This role oversees recruitment, staff development, employee relations, and compliance while managing the Charter School's communications strategy to support its mission, culture, and community engagement.

Key Responsibilities

Human Resources Leadership

- Oversee all HR functions, including recruitment, onboarding, and staff retention.

- Ensure compliance with labor laws, employment regulations, and school policies.
- Develop and implement HR policies, procedures, and best practices.
- Provide guidance and support to staff and administrators on employee relations, performance issues, and conflict resolution.
- Manage staff records and benefits administration.

Communications Leadership

- Develop and implement the Charter School's internal and external communications strategy.
- Manage public relations, newsletters, website content, social media, and community outreach efforts.
- Coordinate communications during emergencies, special events, and school announcements.
- Serve as a liaison with media, community organizations, and stakeholders.

Strategic Planning & Collaboration

- Collaborate with school leadership to align HR and communications initiatives with school goals.
- Provide data-driven insights and recommendations to support decision-making.
- Promote a positive school culture, employee engagement, and community relations.

Qualifications

- Bachelor's degree in human resources, communications, education, public administration, or related field required; Master's degree preferred.
- Significant experience in human resources management, communications, or both, preferably in an educational setting.
- Strong knowledge of employment laws, HR best practices, and communications strategies.
- Excellent interpersonal, organizational, and leadership skills.
- Ability to manage confidential information with discretion.
- Proficiency in HR information systems, communication platforms, and office software.

Physical & Environmental Requirements

- Ability to sit or stand for extended periods.
- Occasionally lift up to 25 pounds (files, office materials, or equipment).
- Work primarily indoors in an office environment.

Work Schedule

- Standard school office hours with occasional additional hours for meetings, events, or urgent communications.

Core Competencies

- Leadership and strategic planning
- Communication and relationship building
- Problem-solving and decision-making
- Confidentiality and ethical practice
- Adaptability and collaboration

Job Title: Director of Finance and Operations

Position Summary

The Director of Finance and Operations oversees the financial management and operational functions of the Charter School. This role ensures the fiscal health of the organization and manages budgeting and accounting processes.

Key Responsibilities

Financial Management

- Develop, monitor, and manage the annual school budget.
- Oversee accounting functions including accounts payable, accounts receivable, payroll, and financial reporting.
- Ensure compliance with state and federal financial regulations, grants, and auditing requirements.
- Analyze financial data to support decision-making and long-term planning.
- Prepare financial reports for the Charter School board and stakeholders.

Operations Management

- Oversee day-to-day operations of facilities and IT.
- Develop operational policies and procedures to ensure efficiency, safety, and regulatory compliance.
- Manage vendor relationships and contracts for services, supplies, and facilities.

Strategic Planning & Leadership

- Align financial and operational strategies with organizational goals.
- Monitor key performance indicators and recommend improvements for operational efficiency.
- Lead, supervise, and support operations staff.
- Promote a culture of accountability, transparency, and continuous improvement.

Qualifications

- Bachelor's degree in finance, accounting, business administration, or related field required; Master's degree preferred.
- Significant experience in financial management, accounting, or operations management, preferably in an educational setting.
- Knowledge of budgeting, financial reporting, compliance, and school finance regulations.
- Strong leadership, organizational, and problem-solving skills.
- Proficiency in financial software, data analysis, and office technology.
- CPR/First Aid certification (or willingness to obtain) preferred.

Physical & Environmental Requirements

- Ability to sit, stand, and move throughout the Charter School for extended periods.
- Occasionally lift up to 25 pounds (files, office materials, or equipment).
- Work primarily indoors in an office environment.

Work Schedule

- Standard school office hours with occasional additional hours for financial deadlines, meetings, or events.

Core Competencies

- Financial analysis and strategic planning
- Leadership and staff management
- Problem-solving and decision-making
- Communication and collaboration
- Organization and attention to detail

Job Title: Director of Intervention, Special Education, and Parent Engagement

Position Summary

The Director of Intervention, Special Education, and Parent Engagement oversees academic intervention programs, the Special Education Department, and fosters strong partnerships between the Charter School and families. This role ensures all students, including those with special needs, receive targeted support to achieve academic success, and that families are actively involved in their child's education and school community.

Key Responsibilities

Academic Intervention Leadership

- Develop, implement, and monitor intervention programs for students needing academic support.
- Oversee staff involved in identification and assessment of students requiring interventions.
- Collaborate with teachers, instructional aides, and specialists to design and deliver effective support strategies.
- Track student progress, analyze data, and adjust interventions to ensure positive outcomes.
- Supervise special education staff and coordinate their schedules to support interventions across grades.

Special Education Leadership

- Oversee the Special Education Department, including IEP compliance, assessments, and individualized support plans.
- Facilitate and participate in Special Education meetings, IEP meetings, 504 meetings, and Student Support Team (SST) meetings.
- Support teachers, aides, and specialists in implementing accommodations and modifications for students with special needs.
- Ensure compliance with federal and state special education regulations.
- Collaborate with families, staff, and external providers to support student development and inclusion.

Parent Engagement Leadership

- Develop and implement strategies to engage parents/guardians in student learning and school activities.
- Serve as a liaison between families and school staff, facilitating communication and addressing concerns.
- Organize workshops, family nights, and events to strengthen home-school partnerships.
- Connect families to community resources to support student learning, social-emotional development, and well-being.

Collaboration & Coordination

- Work closely with administrators, teachers, and support staff to align intervention, special education, and parent engagement initiatives with school goals.
- Maintain accurate records of interventions, IEPs, 504 plans, SST notes, and family contacts.
- Provide professional development and guidance to staff on intervention strategies, special education practices, and family engagement best practices.

Qualifications

- Bachelor's degree in education, special education, counseling, social work, or related field required; Master's degree preferred.
- Experience in academic intervention, RTI, special education, or student support services.
- Experience facilitating Special Education, IEP, 504, and SST meetings.
- Experience in family engagement, community outreach, or parent liaison roles preferred.
- Strong leadership, organizational, and communication skills.
- Ability to analyze data, problem-solve, and implement targeted strategies for student success.
- Knowledge of federal and state special education laws and best practices.
- CPR/First Aid certification (or willingness to obtain) preferred.

Physical & Environmental Requirements

- Ability to sit, stand, and move throughout the Charter School for extended periods.
- Occasionally lift up to 25 pounds (materials, resources, or event supplies).
- Work primarily indoors with occasional outdoor participation in school events.

Work Schedule

- Aligned with the school day; occasional evenings or weekends for family events, workshops, or meetings.

Core Competencies

- Leadership and team management
- Data-driven decision-making and academic intervention
- Special education knowledge and compliance
- Facilitation of Special Education, IEP, 504, and SST meetings
- Communication and relationship-building with families
- Organization and time management
- Commitment to student success, inclusion, and parent engagement

Job Title: Intervention Teacher

Position Summary

The Intervention Teacher provides targeted academic support to students who are struggling or at risk of falling behind. This role delivers small-group or individualized instruction, coordinates a

pull-out program, oversees instructional aides, and manages the scheduling of academic support across grade levels. The teacher collaborates with classroom teachers and families to ensure students meet grade-level standards.

Key Responsibilities

Instruction & Intervention

- Provide direct, targeted instruction to students in reading, math, and other academic areas as needed.
- Implement and manage a pull-out intervention program, ensuring students receive focused support without disrupting core classroom instruction.
- Design and implement individualized or small-group intervention plans based on student assessment data.
- Use evidence-based instructional strategies to accelerate student learning and close achievement gaps.
- Monitor and assess student progress regularly, adjusting instruction as needed.

Instructional Support Coordination

- Supervise and provide guidance to instructional aides, ensuring consistent support for students across grade levels.
- Schedule and coordinate academic support services, interventions, and pull-out sessions in collaboration with classroom teachers and staff.
- Train and assist aides in instructional techniques and classroom support strategies.

Collaboration & Communication

- Work closely with classroom teachers to align interventions with grade-level standards and classroom instruction.
- Communicate regularly with parents/guardians regarding student progress, strategies, and resources.
- Participate in student support meetings, IEPs (if applicable), and school-wide academic planning.

Documentation & Reporting

- Maintain accurate records of student progress, interventions, and instructional aide activities.
- Prepare reports and documentation to support instructional decisions and school reporting requirements.

Qualifications

- Bachelor's degree in education, special education, or a related field required.
- CTC certificate, permit, or other document required for the certificated assignment.
- Experience providing academic interventions or differentiated instruction.
- Knowledge of reading and math intervention strategies, assessment tools, and pull-out programs.
- Experience supervising instructional aides and coordinating support schedules preferred.
- Ability to analyze student data to inform instruction.
- Strong communication, organizational, and problem-solving skills.
- CPR/First Aid certification (or willingness to obtain) preferred.

Physical & Environmental Requirements

- Ability to stand, sit, and move around the classroom for extended periods.
- Occasionally lift up to 25 pounds.
- Work indoors and occasionally outdoors for school activities.

Work Schedule

- Aligned with the school day; occasional extra hours for meetings, trainings, or events.

Core Competencies

- Leadership and supervision of support staff
- Commitment to student learning and growth
- Flexibility and adaptability
- Collaboration and teamwork
- Patience, empathy, and cultural competence

Job Title: STEAM Teacher (Science, Technology, Engineering, Arts, Math)

Position Summary

The STEAM Teacher delivers engaging, hands-on instruction in science, technology, engineering, arts, and mathematics, fostering creativity, problem-solving, and critical thinking skills. This role collaborates with classroom teachers and staff to integrate STEAM across the curriculum and supports students in developing the skills and confidence to succeed in a rapidly evolving world.

Key Responsibilities

Instruction & Curriculum

- Plan, prepare, and deliver STEAM lessons aligned with grade-level standards and school curriculum.
- Utilize hands-on, project-based, and inquiry-based learning to engage students in STEAM subjects.
- Integrate technology, coding, robotics, arts, and engineering concepts into instruction.
- Assess student learning through formative and summative assessments, adjusting instruction to meet diverse needs.

Collaboration & Professional Engagement

- Collaborate with classroom teachers to integrate STEAM across subject areas.
- Participate in curriculum development and instructional planning for STEAM programs.
- Stay current with best practices, emerging technologies, and educational trends in STEAM.

Classroom & Student Support

- Maintain a safe, inclusive, and supportive learning environment.
- Encourage creativity, critical thinking, and problem-solving skills.
- Support students with diverse learning needs, providing modifications and accommodations as appropriate.

Documentation & Reporting

- Maintain accurate records of student progress, lesson plans, and assessments.

Qualifications

- CTC certificate, permit, or other document required for the certificated assignment.
- Experience teaching STEAM subjects, project-based learning, or integrated curriculum preferred.
- Strong knowledge of science, technology, engineering, arts, and mathematics concepts.
- Familiarity with educational technology, coding platforms, robotics, and hands-on engineering tools.
- Excellent communication, organization, and classroom management skills.
- CPR/First Aid certification (or willingness to obtain) preferred.

Physical & Environmental Requirements

- Ability to stand, walk, and move around the classroom for extended periods.
- Occasionally lift up to 25 pounds (e.g., project materials, robotics kits).
- Work indoors and occasionally outdoors for STEAM activities or field experiences.

Work Schedule

- Aligned with the school day; occasional additional hours for professional development, parent events, or school programs.

Core Competencies

- Creativity and innovation
- Student-centered instruction and differentiation
- Collaboration and teamwork
- Problem-solving and critical thinking
- Commitment to student engagement and STEAM learning

Job Title: Physical Education (“PE”) Teacher, TK–8th Grade

Position Summary

The Physical Education Teacher provides high-quality, developmentally appropriate PE instruction to students in transitional kindergarten through 8th grade. This role promotes physical fitness, motor skill development, teamwork, sportsmanship, and healthy lifestyle habits while fostering a positive, inclusive, and engaging learning environment.

Key Responsibilities

Instruction & Curriculum

- Plan, prepare, and deliver engaging PE lessons aligned with state standards and school curriculum.
- Teach fundamental movement skills, sports, fitness activities, and cooperative games appropriate for TK–8 students.
- Promote physical, social, and emotional development through structured activities.
- Assess student progress and provide constructive feedback to encourage skill growth and participation.

Student Safety & Supervision

- Ensure a safe learning environment for all students during PE classes, recess, and outdoor activities.
- Teach students proper use of equipment and safety procedures.
- Monitor student behavior, encourage positive interactions, and address conflicts effectively.

Program Development & Extracurricular Support

- Organize and supervise school-wide athletic events or team sports as needed.
- Coordinate participation in fitness challenges, wellness programs, or community sports events.
- Collaborate with classroom teachers, instructional aides, and other staff to integrate physical activity into the school day.

Communication & Collaboration

- Communicate student progress, achievements, and areas for improvement to parents, guardians, and school staff.
- Participate in staff meetings, professional development, and school events.
- Promote wellness and physical fitness initiatives school-wide.

Qualifications

- Bachelor's degree in Physical Education, K-12 Education, or a related field preferred.
- CTC certificate, permit, or other document required for the certificated assignment.
- Experience teaching physical education to children in grades TK-8 preferred.
- Knowledge of child development, fitness principles, and PE curriculum standards.
- Strong classroom management, communication, and interpersonal skills.
- CPR/First Aid certification required or willingness to obtain.

Physical & Environmental Requirements

- Ability to stand, walk, run, and demonstrate physical activities for extended periods.
- Occasionally lift up to 25-50 pounds (equipment or materials).
- Work primarily indoors and outdoors in various weather conditions.

Work Schedule

- Aligned with the school day; may include before/after-school activities, events, or athletic programs.

Core Competencies

- Physical education instruction and fitness promotion
- Student supervision and safety
- Classroom management and behavior guidance
- Communication and collaboration with staff, students, and families
- Organization, planning, and adaptability
- Commitment to student health, wellness, and lifelong fitness

Job Title: Physical Education Aide, TK–8th Grade

Position Summary

The Physical Education Aide assists the PE Teacher in delivering high-quality physical education instruction to students in transitional kindergarten through 8th grade. This role supports student participation, promotes safety and sportsmanship, and helps create an engaging, inclusive environment for physical activity.

Key Responsibilities

Instructional Support

- Assist the PE Teacher in preparing and conducting lessons, activities, and games.
- Help students practice skills, follow directions, and participate in physical activities.
- Support small group or one-on-one instruction for students needing extra assistance.
- Reinforce PE concepts, rules, and safety procedures during lessons.

Student Supervision & Safety

- Supervise students during PE classes, recess, and outdoor activities.
- Monitor student behavior, promote positive interactions, and address conflicts as directed.
- Ensure safe use of equipment and adherence to safety guidelines.

Program Support

- Help set up, maintain, and store PE equipment and materials.
- Assist with school-wide athletic events, intramurals, or team sports as directed.
- Encourage student engagement, teamwork, and sportsmanship during activities.

Collaboration & Communication

- Work closely with the PE Teacher, classroom teachers, and other staff to support student learning and participation.
- Communicate student behavior, participation, and progress to the PE Teacher as needed.
- Participate in staff meetings or professional development as appropriate.

Qualifications

- High school diploma or equivalent required; some college coursework in physical education, kinesiology, or related fields preferred.
- Experience working with children in educational, recreational, or athletic settings is preferred.
- Knowledge of basic fitness, sports, and PE activities for TK–8 students.
- Strong communication, interpersonal, and organizational skills.
- CPR/First Aid certification (or willingness to obtain) preferred.

Physical & Environmental Requirements

- Ability to stand, walk, run, and participate in physical activities for extended periods.
- Occasionally lift up to 25–50 pounds (equipment or materials).
- Work primarily indoors and outdoors in various weather conditions.

Work Schedule

- Aligned with the school day; may include before/after-school programs or athletic events.

Core Competencies

- Student supervision and safety awareness
- Support for physical education instruction
- Teamwork and collaboration
- Organization and attention to detail
- Enthusiasm and encouragement for student participation

Job Title: SOAR Teacher

Position Summary

The SOAR Teacher is responsible for providing high-quality instruction aligned with the SOAR Charter Academy mission to foster student achievement, character development, and a love for learning. This role includes planning and delivering engaging lessons, maintaining a positive and

inclusive classroom environment, assessing student progress, and collaborating with colleagues, families, and the community to ensure every child has the opportunity to succeed.

Essential Duties and Responsibilities

- Plan, prepare, and deliver standards-based lessons that are engaging, differentiated, and aligned with SOAR's academic vision.
- Integrate project-based learning, critical thinking, and problem-solving strategies into daily instruction.
- Maintain high expectations for academic achievement and character development for all students.
- Assess and monitor student learning using formative and summative assessments; adjust instruction based on data.
- Foster a safe, respectful, and inclusive classroom culture that promotes positive behavior and student responsibility.
- Incorporate technology, hands-on activities, and real-world connections into instruction to enhance learning.
- Communicate regularly with families regarding student progress, classroom activities, and school events.
- Collaborate with grade-level teams, support staff, and administration to ensure student needs are met.
- Participate in professional development, faculty meetings, and school events to support the SOAR community.
- Support SOAR's commitment to community service and *The Leader in Me* Program.
- Implement accommodations and modifications as outlined in IEPs, 504 Plans, and intervention plans.
- Uphold school policies, procedures, and expectations for staff and students.

Qualifications

- Bachelor's degree in education or related field (required).
- CTC certificate, permit, or other document required for the certificated assignment.
- Teachers who are assigned to a transitional kindergarten classroom shall have one or more of the following:
 - (A) At least 24 units in early childhood education, childhood development, or both.
 - (B) As determined and documented by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children meeting the criteria established by the governing board or body of the local educational agency that is comparable to the 24 units of education described in subparagraph (A).
 - (C) A child development teacher permit, or an early childhood education specialist credential, issued by the Commission on Teacher Credentialing.

- English Learner Authorization preferred.
- Prior teaching experience in a TK–8 setting preferred.
- Strong classroom management skills and ability to build positive relationships with students and families.
- Proficiency with educational technology and digital learning tools.
- Commitment to SOAR Charter Academy’s mission, vision, and values.

Physical Demands & Working Conditions

- Ability to work in a standard classroom environment.
- May be required to stand, walk, bend, and lift up to 25 pounds.
- Regular interaction with students, families, and staff in a fast-paced, collaborative environment.

Job Title: Instructional Aide / Paraprofessional

Position Summary

The Instructional Aide / Paraprofessional supports the instructional program by assisting teachers in the classroom, reinforcing lessons, and providing direct support to individual students or small groups. This position also helps maintain a safe, positive, and productive learning environment while promoting student engagement, independence, and success.

Key Responsibilities

Instructional Support

- Assist teachers in delivering lessons and activities aligned with the Charter School’s curriculum and learning objectives.
- Work with individual students or small groups to reinforce instruction, practice skills, and complete assignments.
- Adapt materials and activities to meet the needs of diverse learners, including English language learners and students with special needs.
- Support students in using technology, manipulatives, and other educational tools.

Student Supervision & Support

- Monitor students in the classroom, during recess, lunch, and other school activities to ensure safety and positive behavior.
- Encourage appropriate social interactions and support positive behavior interventions.
- Assist with classroom management by maintaining order and helping students stay on task.

Collaboration & Communication

- Communicate regularly with the classroom teacher about student progress, challenges, and needs.
- Work collaboratively with other staff to support school-wide initiatives, events, and student activities.
- Maintain confidentiality of student information in accordance with school policies and legal requirements.

Physical & Environmental Expectations

- Ability to stand, walk, bend, and lift up to 25 pounds.
- Work both indoors and outdoors, sometimes in varying weather conditions.
- Respond quickly to the needs of students, including in emergencies.

Qualifications

- High school diploma (or equivalent), and one of the following:
- Two years of study at an institution of higher education (equivalent to approximately 48 semester units), OR
- An Associate degree (or higher), OR
- Passing a local assessment (such as CBEST or another locally approved proficiency test).
- Prior experience working with children in an educational setting is preferred.
- Strong communication, patience, and organizational skills.
- Ability to follow directions, work as part of a team, and adapt to changing needs.
- CPR/First Aid certification (or willingness to obtain) preferred.

Work Schedule

- Hours aligned with the school day, with occasional additional time for staff meetings, training, or school events.

Core Competencies

- Reliability and punctuality
- Positive and respectful attitude toward students, families, and colleagues
- Flexibility and adaptability
- Commitment to supporting student learning and development

Job Title: Behavior Counselor

Position Summary

The Behavior Counselor supports SOAR Charter Academy's mission by working directly with students to promote positive behavior, social-emotional growth, and academic success. This position provides behavioral interventions, teaches coping and problem-solving skills, and collaborates with teachers, parents, and administrators to create a safe, respectful, and inclusive learning environment.

Key Responsibilities

Student Support & Intervention

- Provide one-on-one and small group support to students exhibiting behavioral, social, or emotional challenges.
- Implement behavior intervention plans and monitor progress.
- Teach students strategies for self-regulation, conflict resolution, and positive peer interactions.
- De-escalate challenging situations calmly and respectfully, using trauma-informed practices.

Collaboration & Communication

- Work closely with teachers, administrators, and support staff to identify students in need of behavioral assistance.
- Communicate regularly with parents/guardians regarding student progress and strategies for continued success at home.
- Participate in student support meetings, IEPs, and multidisciplinary team discussions as needed.

Prevention & Education

- Support school-wide behavior expectations and positive behavior intervention systems.
- Assist in creating a safe, respectful campus culture through modeling and reinforcing positive behaviors.

Documentation & Reporting

- Maintain accurate and confidential records of student interactions, progress, and interventions.
- Provide data and reports to administrators as requested.
- Follow all mandated reporting requirements and confidentiality laws.

Qualifications

- College units required in psychology, counseling, social work, education, child development, or a related field (Bachelor's degree preferred).
- Experience working with children or youth in an educational or counseling setting.
- Knowledge of behavioral intervention strategies.
- Strong interpersonal, communication, and problem-solving skills.
- Ability to remain calm and professional in high-stress situations.
- CPR/First Aid certification (or willingness to obtain).

Physical & Environmental Requirements

- Ability to stand, walk, bend, and lift up to 25 pounds.
- Work both indoors and outdoors in various weather conditions.
- Respond quickly to emergencies or urgent student needs.

Work Schedule

- Aligned with the school day; occasional additional time for meetings, training, or school events.

Core Competencies

- Empathy and cultural sensitivity
- Patience and resilience
- Confidentiality and professionalism
- Teamwork and collaboration
- Effective communication, problem-solving, and conflict resolution
- Ability to remain calm and professional during crisis situations

Job Title: Mental Health Counselor

Position Summary

The Mental Health Counselor at SOAR Charter Academy provides direct counseling services, crisis intervention, and emotional support to students. This role promotes mental wellness, resilience, and positive social-emotional development while collaborating with families, teachers, and administrators to create a safe and supportive school environment.

Key Responsibilities

Direct Counseling Services

- Provide individual and group counseling to students experiencing emotional, behavioral, or social challenges.
- Assess students' mental health needs and develop personalized support plans.
- Help students build coping strategies, self-regulation skills, and problem-solving abilities.
- Support students in crisis situations with appropriate intervention and follow-up.

Collaboration & Consultation

- Work closely with teachers, administrators, and staff to identify students in need of mental health support.
- Communicate with parents/guardians regarding student needs, progress, and available resources.
- Participate in IEPs, student support meetings, and multidisciplinary team discussions as needed.

Prevention & Education

- Deliver lessons, workshops, or small group activities focused on SEL, mental health awareness, and coping skills.
- Support school-wide wellness initiatives and positive behavior systems.
- Promote a campus culture that prioritizes student well-being and safety.

Documentation & Compliance

- Maintain accurate, confidential records of counseling sessions and interventions in compliance with school policies and legal requirements.
- Prepare reports and data to support program evaluation and improvement.
- Adhere to mandated reporting laws and ethical guidelines for mental health professionals.

Qualifications

- Minimum of 30 college semester units in psychology, counseling, social work, child development, or related fields (official transcripts required).
- Bachelor's degree required; Master's preferred in counseling, social work, or mental health discipline.
- California Pupil Personnel Services ("PPS") Credential in School Counseling, Licensed Clinical Social Worker, or equivalent licensure preferred.

- Experience providing counseling to children/adolescents in educational or community settings.
- Knowledge of crisis intervention, trauma-informed practices, and evidence-based counseling strategies.
- CPR/First Aid certification (or willingness to obtain).

Physical & Environmental Requirements

- Ability to sit, walk, and stand for extended periods.
- Occasional lifting up to 25 pounds.
- Work indoors and outdoors in varying weather conditions.

Work Schedule

- Aligned with the school day; occasional additional time for meetings, trainings, or school events.

Core Competencies

- Empathy and active listening
- Professional ethics and confidentiality
- Crisis management and de-escalation skills
- Cultural competence and sensitivity
- Teamwork and collaboration

Job Title: Classroom Aide

Position Summary

The Classroom Aide assists teachers in creating a positive and productive learning environment. This role provides instructional support, helps manage classroom activities, and works with individual students or small groups to reinforce learning. The aide also assists with supervising students to ensure their safety and well-being throughout the school day.

Key Responsibilities

Instructional Support

- Assist the teacher with classroom instruction by preparing materials, organizing activities, and supporting lessons.

- Work with students individually or in small groups to review and reinforce skills taught by the teacher.
- Support differentiated instruction by adapting activities for students with varying learning needs.
- Assist students in using educational tools, technology, and resources.

Student Supervision & Engagement

- Supervise students in the classroom, during recess, lunch, field trips, and other school activities.
- Encourage positive social interactions and support students in resolving conflicts respectfully.
- Help maintain an orderly, safe, and respectful learning environment.

Classroom Operations & Organization

- Prepare bulletin boards, displays, and learning centers.
- Organize and maintain classroom supplies, resources, and equipment.
- Assist with grading assignments, recordkeeping, and other clerical tasks as assigned.

Collaboration & Communication

- Work closely with the classroom teacher to understand daily plans and student needs.
- Maintain confidentiality regarding student information in accordance with school policies.
- Communicate effectively with staff and follow school guidelines and procedures.

Physical & Environmental Expectations

- Ability to stand, walk, bend, and lift up to 25 pounds.
- Work indoors and outdoors in varying weather conditions.
- Respond promptly to students' needs, including in emergencies.

Work Schedule

- Hours aligned with the school day; occasional extra hours for meetings, training, or school events.

Core Competencies

- Dependability and punctuality
- Positive and respectful attitude toward students and colleagues
- Adaptability and flexibility

- Commitment to student learning and well-being

Qualifications

- High school diploma or equivalent (required).
- Experience working with children in a school, childcare, or youth program setting (preferred).
- Ability to follow teacher direction and school policies.
- Strong communication, patience, and organizational skills.
- CPR/First Aid certification (or willingness to obtain).

Job Title: Community Schools Coordinator

Position Summary

The Community Schools Coordinator serves as a liaison between the Charter School, families, and the local community to develop and manage programs that enhance student learning, well-being, and family engagement. This role coordinates community partnerships, organizes extracurricular and enrichment activities, and ensures that students and families have access to resources that support academic, social, and emotional growth.

Key Responsibilities

Program Development & Coordination

- Plan, implement, and oversee school-based programs and services that address enrichment, health, and social-emotional needs.
- Coordinate community engagement activities.
- Identify student and family needs and collaborate with community partners to provide resources and services.
- Monitor program effectiveness and recommend improvements.

Family & Community Engagement

- Serve as the primary contact for families regarding community programs and resources.
- Organize workshops, parent education sessions, and events to promote family engagement.
- Build and maintain partnerships with local organizations, agencies, and volunteers.
- Advocate for student and family needs within the Charter School and community.

Collaboration & Communication

- Work closely with school staff to integrate community resources with classroom instruction and school initiatives.
- Maintain regular communication with families, staff, and community partners regarding program updates and opportunities.
- Prepare reports, data, and documentation to demonstrate program outcomes and impact.

Qualifications

- Bachelor's degree in education, social work, public administration, or a related field (preferred).
- Experience coordinating programs, community outreach, or family engagement (preferred).
- Strong organizational, leadership, and communication skills.
- Knowledge of community resources, social services, and family support systems.
- CPR/First Aid certification (or willingness to obtain) preferred.

Physical & Environmental Requirements

- Ability to move throughout the Charter School and community sites.
- Occasionally lift up to 25 pounds.
- Work in both indoor and outdoor environments.

Work Schedule

- Hours aligned with the school day; occasional evenings or weekends for events and meetings.

Core Competencies

- Leadership and initiative
- Relationship building and cultural competence
- Problem-solving and resourcefulness

Job Title: School Data Analyst

Position Summary

The School Data Analyst collects, manages, and analyzes student, staff, and school-wide data to support instructional decision-making, monitor academic progress, and improve student outcomes. This role collaborates with administrators, teachers, and support staff to provide actionable insights and maintain accurate, confidential records.

Key Responsibilities

Data Collection & Management

- Collect, clean, and maintain accurate school data, including student assessments, attendance, behavior, and enrollment information.
- Develop and manage databases, spreadsheets, and reporting systems.
- Ensure compliance with data privacy laws and school policies.

Data Analysis & Reporting

- Analyze academic, behavioral, and operational data to identify trends, strengths, and areas for improvement.
- Provide actionable insights to teachers, administrators, and staff to support instructional planning and interventions.
- Prepare clear, concise reports, visualizations, and dashboards for staff, board members, and stakeholders.

Collaboration & Consultation

- Work with teachers and administrators to interpret data and guide instructional decisions.
- Assist in evaluating program effectiveness and recommending improvements based on data analysis.
- Support the coordination of assessments, benchmark testing, and progress monitoring.

Professional Development & Training

- Train staff on data entry, analysis tools, and interpreting results.
- Promote a data-driven culture across the Charter School.

Qualifications

- Bachelor's degree in education, statistics, data analytics, information systems, or a related field (preferred).
- Experience working with school data systems, SIS, and assessment tools.
- Strong analytical, problem-solving, and technical skills.
- Proficiency in Excel, Google Sheets, data visualization tools, and database management.
- Strong attention to detail and ability to maintain confidentiality.
- Excellent communication and collaboration skills.

Physical & Environmental Requirements

- Ability to sit and work at a computer for extended periods.
- Occasionally lift up to 15–25 pounds (e.g., binders, laptops, equipment).
- Work primarily indoors in an office or school setting.

Work Schedule

- Hours aligned with the school day; occasional extra hours for reporting deadlines, staff training, or meetings.

Core Competencies

- Analytical thinking and problem-solving
- Attention to detail and accuracy
- Effective communication and collaboration
- Organization and time management
- Commitment to using data to improve student outcomes
- Commitment to student success and community engagement

Job Title: School IT Specialist

Position Summary

The Charter School information technology (“IT”) Specialist manages and supports the Charter School’s technology infrastructure, ensuring reliable, secure, and efficient operation of hardware, software, and networks. This role provides technical support to staff and students, maintains digital learning tools, and implements technology solutions to enhance teaching, learning, and administrative operations.

Key Responsibilities

Technology Support & Troubleshooting

- Provide technical support for staff and students, including computers, tablets, printers, interactive whiteboards, and other devices.
- Troubleshoot hardware, software, and network issues promptly and effectively.
- Assist with installation, configuration, and maintenance of technology equipment and applications.

Network & System Management

- Monitor and maintain the Charter School’s network, servers, and internet connectivity.

- Ensure data security, backup procedures, and system updates are consistently implemented.
- Manage user accounts, permissions, and access to school systems and digital platforms.

Instructional Technology Support

- Assist teachers in integrating technology into classroom instruction.
- Support digital learning tools, online assessments, and educational software.
- Provide training and guidance for staff and students on technology use and best practices.

Inventory & Documentation

- Maintain an inventory of hardware, software, and network equipment.
- Document technical procedures, policies, and troubleshooting guides.
- Track technology issues, solutions, and maintenance schedules.

Qualifications

- Associate or Bachelor's degree in Information Technology, Computer Science, or related field (preferred).
- Experience in IT support, network administration, or technology integration in a school or educational setting.
- Knowledge of Windows, Mac, iOS, Google Workspace, and common educational software platforms.
- Strong problem-solving, troubleshooting, and communication skills.
- Ability to manage multiple tasks, prioritize, and work independently.
- CPR/First Aid certification (or willingness to obtain) preferred.

Physical & Environmental Requirements

- Ability to sit, stand, and move throughout the Charter School for extended periods.
- Occasionally lift up to 25–50 pounds (computers, servers, or other equipment).
- Work primarily indoors in an office or classroom environment.

Work Schedule

- Aligned with the school day; occasional extra hours for maintenance, updates, or support during school events.

Core Competencies

- Technical proficiency and problem-solving
- Communication and collaboration

- Organization and attention to detail
- Adaptability and resourcefulness
- Commitment to supporting teaching and learning through technology

Job Title: School Psychologist

Position Summary

The School Psychologist provides psychological services to support the academic, social-emotional, and behavioral development of students. This role conducts assessments, collaborates with staff and families, and implements interventions to promote student success.

Key Responsibilities

Assessment & Evaluation

- Conduct psychoeducational, behavioral, and social-emotional assessments for students.
- Interpret assessment results and provide recommendations for instruction, interventions, and support.
- Participate in IEP meetings and contribute to special education planning.
- Develop interventions for students with academic, behavioral, or emotional challenges.
- Assist teachers and staff in understanding and addressing student needs.

Consultation & Collaboration

- Work collaboratively with teachers, administrators, families, and other support staff to promote student success.
- Provide guidance on behavioral strategies, classroom management, and mental health resources as necessary.

Documentation & Reporting

- Maintain accurate, confidential records of assessments, interventions, and student progress.
- Prepare reports for school administration, parents/guardians, and relevant agencies.
- Ensure compliance with federal, state, and local regulations, as well as ethical guidelines.

Qualifications

- Master's in School Psychology from an accredited program.
- Valid California PPS Credential in School Psychology.
- Experience conducting assessments and providing interventions in a K–8 school setting (preferred).

- Knowledge of behavioral and mental health assessment tools, interventions, and educational law.
- Strong communication, collaboration, and problem-solving skills.
- CPR/First Aid certification (or willingness to obtain) preferred.

Physical & Environmental Requirements

- Ability to sit, stand, and move throughout the Charter School for extended periods.
- Occasionally lift up to 25 pounds.
- Work primarily indoors in offices, classrooms, and testing environments.

Work Schedule

- Aligned with the school day; occasional additional hours for meetings, trainings, or events.

Core Competencies

- Empathy and cultural competence
- Analytical and problem-solving skills
- Confidentiality and ethical practice
- Collaboration and teamwork
- Commitment to supporting student well-being and academic success

Job Title: Campus Safety Officer

Position Summary

The Campus Safety Officer ensures the safety, security, and well-being of students, staff, and visitors on school grounds. This role monitors campus activities, enforces school policies, responds to emergencies, and fosters a safe and orderly learning environment.

Key Responsibilities

Safety & Security

- Monitor campus grounds, buildings, and entry points to ensure a safe environment.
- Enforce school policies, rules, and regulations consistently and fairly.
- Identify and respond to safety hazards, security concerns, or suspicious activities.
- Conduct routine patrols and assist in controlling access to campus facilities.

Emergency Response

- Respond promptly to emergencies, accidents, or incidents on campus.
- Provide first aid or CPR when needed until professional medical assistance arrives.
- Assist in evacuation procedures, lockdown drills, and other emergency preparedness activities.
- Document incidents and report to administrators as required.

Student & Staff Support

- Support positive student behavior and intervene in conflicts when necessary.
- Assist with traffic control, drop-off/pick-up procedures, and student supervision.
- Collaborate with staff to maintain a safe and respectful school climate.

Communication & Documentation

- Maintain accurate records of safety incidents, reports, and daily activities.
- Communicate effectively with students, staff, parents, and law enforcement when necessary.
- Participate in safety meetings and contribute to school-wide safety plans.

Qualifications

- High school diploma or equivalent required; some college coursework preferred.
- Prior experience in security, law enforcement, or campus safety (preferred).
- Strong observational, problem-solving, and communication skills.
- Ability to remain calm and professional in emergency situations.
- CPR/First Aid certification (or willingness to obtain).
- Knowledge of school safety procedures and local laws (preferred).

Physical & Environmental Requirements

- Ability to stand, walk, and patrol campus for extended periods.
- Occasionally lift up to 50 pounds.
- Work indoors and outdoors in various weather conditions.

Work Schedule

- Aligned with the school day; may include early mornings, evenings, or special events.

Core Competencies

- Attention to detail and situational awareness

- Conflict resolution and de-escalation skills
- Dependability and punctuality
- Professionalism and integrity
- Commitment to student safety and school community well-being

Job Title: Makerspace Aide

Position Summary

The Makerspace Aide supports the operation of the Charter School's makerspace by assisting students and teachers with hands-on projects, maintaining materials and equipment, and promoting creativity, problem-solving, and collaboration. This role helps ensure a safe, organized, and engaging makerspace environment for all students.

Key Responsibilities

Student Support & Instructional Assistance

- Assist students with makerspace projects, including engineering, coding, robotics, art, and STEM activities.
- Provide guidance on tool and equipment use, safety procedures, and project development.
- Support STEAM teachers in planning and implementing makerspace activities.
- Encourage creativity, critical thinking, and collaboration among students.

Materials & Equipment Management

- Organize, maintain, and inventory makerspace supplies, tools, and equipment.
- Ensure equipment is clean, functional, and safe for student use.
- Assist with setting up and breaking down projects, workstations, and learning stations.

Safety & Environment

- Monitor student behavior to maintain a safe and respectful learning environment.
- Enforce safety protocols for all makerspace activities and equipment.
- Assist with general upkeep and cleanliness of the makerspace.

Collaboration & Communication

- Work closely with STEAM teachers and instructional staff to coordinate activities and projects.
- Communicate with students, staff, and volunteers regarding makerspace procedures and project guidance.
- Support school events or workshops involving makerspace activities as needed.

Qualifications

- High school diploma or equivalent required; some college coursework in education, STEAM, or related fields preferred.
- Experience working with children in educational or extracurricular settings (preferred).
- Familiarity with STEAM concepts, hands-on projects, and makerspace tools or technology.
- Strong organizational, communication, and interpersonal skills.
- CPR/First Aid certification (or willingness to obtain) preferred.

Physical & Environmental Requirements

- Ability to stand, walk, bend, and lift up to 25 pounds.
- Work indoors and occasionally outdoors for projects or school activities.
- Ability to assist students with hands-on activities safely.

Work Schedule

- Aligned with the school day; occasional extra hours for events, workshops, or projects.

Core Competencies

- Creativity and problem-solving
- Patience and student-centered support
- Organization and attention to detail
- Collaboration and teamwork
- Commitment to student learning and STEAM engagement

Job Title: Attendance Clerk

Position Summary

The Attendance Clerk manages student attendance records, monitors daily attendance, and communicates with parents/guardians regarding absences and tardiness. This role ensures accurate recordkeeping and supports the Charter School's efforts to maintain high student attendance and engagement.

Key Responsibilities

Attendance Management

- Monitor daily student attendance and tardiness for all grades.

- Record and maintain accurate attendance data in the SIS.
- Generate daily, weekly, and monthly attendance reports for school administrators.
- Follow up with parents/guardians regarding unexcused absences or patterns of absenteeism.

Communication & Support

- Respond to parent/guardian inquiries regarding attendance policies, procedures, and student records.
- Notify teachers, administrators, and support staff regarding attendance issues.
- Assist in coordinating student check-in/check-out procedures.

Recordkeeping & Compliance

- Maintain accurate and confidential student records in accordance with state and local regulations.
- Assist with compliance reporting, audits, and attendance documentation required by the Charter School or District.
- Support the implementation of attendance-related policies and initiatives.

Qualifications

- High school diploma or equivalent required; some college coursework in office administration, education, or related fields preferred.
- Experience in office administration, data entry, or school attendance (preferred).
- Strong organizational, communication, and attention-to-detail skills.
- Proficiency with student information systems, Microsoft Office, and Google Workspace.
- Ability to maintain confidentiality and handle sensitive information.

Physical & Environmental Requirements

- Ability to sit or stand for extended periods.
- Occasionally lift up to 25 pounds (files, office materials, or equipment).
- Work primarily indoors in an office setting.

Work Schedule

- Aligned with the school day; may include additional hours for attendance reporting or special events.

Core Competencies

- Attention to detail and accuracy
- Organization and time management
- Communication and interpersonal skills
- Reliability and dependability
- Commitment to supporting student attendance and school operations

Job Title: Parent Liaison Clerk

Position Summary

The Parent Liaison Clerk provides administrative and clerical support to the office. This role assists in coordinating family engagement activities, maintaining records, and facilitating communication between the Charter School and families to support student success.

Key Responsibilities

Administrative Support

- Maintain accurate records of family contact information, participation, and engagement activities.
- Assist with scheduling parent meetings, workshops, and school events.
- Prepare and distribute communication materials, such as newsletters, flyers, and emails.
- Assist in enrollment and orientation processes for new students and families.

Communication & Family Support

- Serve as a point of contact for parents/guardians, responding to inquiries and directing them to the appropriate staff member.
- Support the Parent Liaison in facilitating communication between families and school staff.
- Provide translation or interpretation assistance when needed.

Event Coordination

- Help organize and set up family workshops, meetings, and school events.
- Assist in tracking attendance and participation for reporting purposes.
- Ensure materials and resources are prepared and distributed for events.

Qualifications

- High school diploma or equivalent required; some college coursework preferred.

- Experience in administrative support, clerical work, or school office environment preferred.
- Strong organizational, communication, and interpersonal skills.
- Ability to work effectively with diverse populations.
- Bilingual skills preferred but not required.
- CPR/First Aid certification (or willingness to obtain) preferred.

Physical & Environmental Requirements

- Ability to sit, stand, and walk for extended periods.
- Occasionally lift up to 25 pounds (files, materials, or event supplies).
- Work primarily indoors with occasional assistance at events held outdoors.

Work Schedule

- Aligned with the school day; may include additional hours for school events, meetings, or family workshops.

Core Competencies

- Organization and attention to detail
- Communication and interpersonal skills
- Reliability and dependability
- Collaboration and teamwork
- Commitment to supporting family engagement and student success

Job Title: Finance & Operations Assistant / Office Manager

Position Summary

The Office Manager / Finance & Operations Assistant provides administrative, financial, and operational support to ensure the smooth functioning of the Charter School office and operational systems. This role manages office operations, assists with budgeting and finance tasks.

Key Responsibilities

Office Management & Administrative Support

- Oversee day-to-day back office operations.
- Maintain organized office systems, files, and records.
- Support administrators with scheduling, correspondence, and document preparation.

Finance & Operations Support

- Assist with accounts payable, accounts receivable, and other financial transactions.
- Support budgeting, expense tracking, and financial reporting under the direction of the Director of Finance & Operations.
- Maintain inventory of office and school supplies and coordinate procurement.
- Assist with operational logistics.

Qualifications

- High school diploma or equivalent required; Associate's or Bachelor's degree in business, finance, administration, or related field preferred.
- Experience in office administration, finance, or operations preferred.
- Proficiency in Microsoft Office Suite, Google Workspace, and accounting/financial software.
- Strong organizational, communication, and interpersonal skills.
- Ability to maintain confidentiality and handle sensitive information.
- CPR/First Aid certification (or willingness to obtain) preferred.

Physical & Environmental Requirements

- Ability to sit, stand, and move around the office for extended periods.
- Occasionally lift up to 25 pounds (files, office materials, or supplies).
- Work primarily indoors in an office environment.

Work Schedule

- Aligned with the school day; occasional extra hours for reporting deadlines, events, or operational needs.

Core Competencies

- Organization and attention to detail
- Communication and customer service
- Financial and operational support
- Collaboration and teamwork
- Problem-solving and adaptability

Job Title: Music Instructor

Position Summary

The Music Instructor provides high-quality music education to students, fostering musical skills, creativity, and an appreciation for the arts. This role develops and delivers engaging lessons, supports school performances, and promotes a positive, inclusive learning environment.

Key Responsibilities

Instruction & Curriculum

- Plan, prepare, and deliver music lessons for individual students or groups across various grade levels.
- Teach music theory, instrumental/vocal techniques, rhythm, composition, and/or performance skills.
- Develop and implement lesson plans aligned with state and school music standards.
- Assess student progress and provide constructive feedback to support growth.

Performance & Ensemble Leadership

- Supervise school choirs, bands, or ensembles.
- Prepare students for concerts, recitals, assemblies, and other performance opportunities.
- Encourage student participation in school music programs and extracurricular activities.

Student Support & Engagement

- Foster a positive and inclusive learning environment where all students feel encouraged to explore music.
- Identify and support students with varying skill levels and learning needs.
- Encourage creativity, collaboration, and critical thinking through music activities.

Collaboration & Communication

- Collaborate with classroom teachers, STEAM staff, and other arts instructors to integrate music across the curriculum.
- Communicate student progress, achievements, and areas for improvement with parents and guardians.
- Participate in staff meetings, professional development, and school events as needed.

Qualifications

- Bachelor's degree in music, music education, or a related field required; teaching credential preferred.
- Experience teaching music to children in grades K–8 preferred.
- Proficiency in one or more instruments and/or vocal instruction.
- Strong classroom management, communication, and interpersonal skills.
- CPR/First Aid certification (or willingness to obtain) preferred.

Physical & Environmental Requirements

- Ability to stand, sit, and move around the classroom for extended periods.
- Occasionally lift up to 25 pounds (instruments, equipment, or materials).
- Work primarily indoors with occasional participation in outdoor events or performances.

Work Schedule

- Aligned with the school day; may include evenings or weekends for concerts, rehearsals, or special events.

Core Competencies

- Musical proficiency and instructional skills
- Creativity and enthusiasm for student engagement
- Classroom management and organization
- Collaboration and communication with staff, students, and families
- Commitment to fostering student learning and appreciation for the arts

Job Title: Recreation Aide

Position Summary

The Recreation Aide assists in planning, supervising, and leading recreational and physical activities for students. This role ensures a safe, fun, and engaging environment that promotes physical fitness, teamwork, and social skills during recess, after-school programs, and other recreational activities.

Key Responsibilities

Student Supervision & Safety

- Supervise students during recess, lunch breaks, after-school programs, and other recreational activities.

- Ensure student safety by monitoring behavior, enforcing school rules, and addressing conflicts calmly.
- Respond to minor injuries or incidents and follow school safety protocols.

Activity Support & Implementation

- Assist in planning and organizing games, sports, and recreational activities suitable for various age groups.
- Set up and maintain recreational equipment and supplies.
- Encourage participation, teamwork, and positive social interactions among students.

Collaboration & Communication

- Communicate with students and staff regarding activities, schedules, and expectations.
- Provide feedback on student participation, behavior, and activity effectiveness.

Qualifications

- High school diploma or equivalent required; some college coursework in recreation, physical education, or related fields preferred.
- Experience working with children in recreational, educational, or extracurricular settings preferred.
- Knowledge of games, sports, and recreational activities for K–8 students.
- Strong communication, interpersonal, and organizational skills.
- CPR/First Aid certification (or willingness to obtain) required or preferred.

Physical & Environmental Requirements

- Ability to stand, walk, run, and participate in physical activities for extended periods.
- Occasionally lift up to 25–50 pounds (equipment or supplies).
- Work primarily outdoors but may include indoor activities as needed.

Work Schedule

- Aligned with the school day or after-school program schedule; may include evenings or weekends for special recreational events.

Core Competencies

- Student supervision and safety awareness
- Leadership and team-building
- Communication and interpersonal skills

- Organization and time management

Job Title: School Nurse

Position Summary

The Charter School Nurse provides healthcare services, promotes student wellness, and ensures a safe and healthy school environment. This role assesses, treats, and manages student health needs, provides health education, and supports compliance with state and federal health regulations.

Key Responsibilities

Student Health Care

- Assess and provide care for students as needed.
- Maintain accurate health records.
- Identify and respond to health emergencies and provide first aid or CPR as needed.

Health Education & Promotion

- Provide health education to students, staff, and families on topics such as hygiene, nutrition, and disease prevention as needed.
- Promote healthy lifestyle choices and wellness initiatives within the Charter School community.
- Collaborate with teachers to integrate health education into classroom activities as needed.

Compliance & Recordkeeping

- Ensure compliance with local, state, and federal health regulations.
- Conduct health screenings (vision, hearing, BMI, etc.) and maintain appropriate documentation.
- Coordinate care plans for students with special health needs.
- Assist with mandated reporting and communicable disease tracking as needed.

Collaboration & Communication

- Serve as a resource for students, families, and staff on health-related concerns.
- Collaborate with healthcare providers, parents/guardians, and school staff to support student wellness.

Qualifications

- Bachelor of Science in Nursing required; Master's degree preferred.
- Current Registered Nurse license in the state of employment.
- School Nurse Credential or Certification preferred.
- Experience in pediatric, school, or community nursing preferred.
- Strong clinical, organizational, and communication skills.
- CPR/First Aid certification required.

Physical & Environmental Requirements

- Ability to stand, walk, bend, and lift up to 25–50 pounds.
- Work primarily indoors with occasional outdoor supervision of students.
- Ability to respond to health emergencies in a timely manner.

Work Schedule

- Aligned with the school day; may include extended hours for emergencies, health screenings, or school events.

Core Competencies

- Clinical nursing knowledge and patient care
- Student wellness and health promotion
- Recordkeeping and regulatory compliance
- Communication and collaboration
- Problem-solving and emergency response

Job Title: Resource Specialist Program Teacher

Position Summary

The RSP Teacher provides specialized academic instruction and support services to students with disabilities as identified in their IEPs. The RSP Teacher collaborates with general education teachers, parents, and related service providers to ensure students receive equitable access to the core curriculum and make progress toward their educational goals.

Essential Duties and Responsibilities

- Provide direct, specialized academic instruction to students with disabilities individually and in small groups, within general education and/or pull-out settings.

- Develop, implement, and monitor IEPs in compliance with federal, state, and district regulations.
- Collaborate with general education teachers to provide accommodations, modifications, and co-teaching support that enable student success in the least restrictive environment.
- Assess student progress regularly and adjust instructional methods to meet IEP goals.
- Maintain compliance with special education laws (*IDEA, Section 504, and Education Code*).
- Coordinate and participate in IEP team meetings, including progress reporting and parent communication.
- Provide case management for assigned students, ensuring all required documentation, timelines, and reports are completed accurately.
- Support students in developing academic, behavioral, organizational, and social-emotional skills.
- Collaborate with school staff, psychologists, counselors, and service providers (e.g., speech, occupational therapy).
- Participate in professional development, training, and collaboration meetings to remain current on best practices in special education.
- Maintain student records and safeguard confidentiality in accordance with FERPA and district policies.

Qualifications

- Valid California Education Specialist Instruction Credential (Mild/Moderate or Mild/Moderate Support Needs).
- Knowledge of special education laws, policies, and best practices.
- Strong skills in differentiated instruction, classroom management, and student engagement.
- Ability to collaborate effectively with students, parents, staff, and administrators.
- Proficiency in using data to guide instruction and monitor student progress.
- Excellent organizational, communication, and problem-solving skills.

Working Conditions

- May provide services in both general education classrooms and a resource room setting.
- Regular interaction with students, families, teachers, administrators, and related service providers.
- Requires adaptability to meet the varied academic and behavioral needs of students.

Element 6. HEALTH AND SAFETY 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 furnishes the charter school with a criminal record summary as described in Education Code 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(c)(5)(F).*

SOAR is committed to providing a safe and healthy environment in which every member of the Charter School community will learn and thrive. SOAR ensures the safety of all students and staff by complying with all applicable state and federal laws.

SOAR has adopted and implemented a comprehensive set of health, safety, and risk management policies in consultation with the Board, staff, and insurance carrier's risk managers. These policies are incorporated into SOAR's handbook and are reviewed on an ongoing basis by the Board, insurance carrier, and as part of the Charter School's staff development. A current School Safety Plan has been developed and copies are maintained and distributed to all staff. SOAR Administration trains staff annually on the safety procedures adopted in the plan.

Procedures for Background Checks

Employees and contractors of the Charter School 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*.

Tuberculosis Risk Assessment and Examination

All employees and volunteers who have frequent or prolonged contact with students must provide evidence from a licensed medical provider that they are free from tuberculosis. Assessments are required prior to employment and every four years thereafter *Education Code Section 49406*.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and follow all applicable reporting laws. Annual training will be provided in accordance with *Education Code Section 44691*.

Immunizations

All students receiving classroom-based instruction must provide documentation of required immunizations *Health and Safety Code Sections 120325-120375* and *Title 17, California Code of Regulations Sections 6000-6075*.

All rising 7th grade students must receive a pertussis booster. Upon entering 6th grade, students and parents shall be notified about HPV guidelines *Education Code Section 48980.4*.

Medication in School

SOAR will adhere to *Education Code Section 49423* regarding administration of medication and *Section 49414* regarding epinephrine auto-injectors. Emergency epinephrine will be stored in accessible locations as required by AB 1651 (2023). To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of *Education Code Section 49414.7*, including with respect to training, notices, and the stocking of albuterol inhalers.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing, and scoliosis in compliance with *Education Code Section 49450 et seq.*

Diabetes

The Charter School will make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. SOAR will provide a Type 2 diabetes information sheet to parents of incoming 7th graders in accordance with *Education Code Section 49452.7*.

Suicide Prevention Policy

SOAR will maintain and review a student suicide prevention policy per *Education Code Section 215* and *AB 58 (2021-22)*.

Prevention of Human Trafficking

SOAR will provide human trafficking prevention resources to parents of students in grades 7 through 8.

Menstrual Products

SOAR will stock restrooms with free menstrual products in compliance with state law and post notices in each required restroom.

All Gender Restrooms

By July 1, 2026, SOAR will maintain at least one all-gender restroom at each site with proper signage, available during school hours.

School Meals

SOAR participates in the National School Lunch Program and provides free breakfast, lunch, and supper to all students.

Recess

Beginning in 2024-25, SOAR will provide at least 30 minutes of recess daily (15 minutes on early release days) per *Education Code Section 49056*.

California Healthy Youth Act

SOAR shall teach sexual health and human immunodeficiency virus prevention education in compliance with *Education Code Section 51930 et seq.*

Mental Health Education

If SOAR offers health education, it shall include instruction in mental health per *Education Code Section 51925*.

Mental Health Information

SOAR shall post and distribute posters identifying resources for student mental health per *Education Code Section 49428.5*.

School Safety Plan

SOAR shall annually update its School Safety Plan by March 1 of every year in compliance with *Education Code Section 32282*. SOAR shall prepare an instructional continuity plan.

Workplace Violence Prevention Plan

SOAR shall maintain a workplace violence prevention plan consistent with *Labor Code Section 6401.9*.

Bloodborne Pathogens

SOAR shall meet all state and federal standards for handling bloodborne pathogens and has established an infectious control plan.

Drug, Alcohol, and Smoke-Free Environment

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

Facility Safety

SOAR facilities comply with *Education Code Section 47610* and building safety codes. Fire drills are conducted per *Education Code Section 32001*.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

SOAR is committed to a school free from discrimination and harassment, with policies consistent with state and federal law.

Bullying Prevention

SOAR shall adopt procedures to prevent bullying and provide annual online training modules *Education Code Section 32283.5(a)*.

Supporting LGBTQ Students

Through the completion of the 2029-30 school year, SOAR shall provide at least one hour of LGBTQ cultural competency training annually to certificated staff as required by *Education Code Section 218*.

SAFETY Act

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

Homicide Threats

SOAR shall comply with mandatory reporting requirements for homicidal threats per *Education Code Sections 49390-49395*.

Gun Safety Notice

At the beginning of each semester, SOAR shall distribute firearm safety notices to parents per CDE guidelines.

Athletic Programs

SOAR shall comply with all laws regarding student-athlete health and safety, including sudden cardiac arrest and opioid education requirements.

Transportation Services

Effective July 1, 2025, SOAR shall comply with *Education Code Section 39875(c)* regarding transportation provider background checks and testing.

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 7. MEANS TO ACHIEVE STUDENT POPULATION BALANCE

Governing Law: *The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605(c)(5)(G).*

SOAR currently has a student population of approximately 450. SOAR maintains a waiting list to ensure the Charter School meets enrollment goals. It is the goal of SOAR to serve a student population that mirrors the general population residing in the District with regard to its balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils. Student demographics are reviewed annually. If at any time a significant disparity among the racial and ethnic, language, or disability demographics of our students is identified, the Charter School will review its recruitment methods and make necessary changes to ensure the underrepresented group(s) are aware of the opportunity to attend the Charter School.

Recruitment Strategies

- Brochures are sent to local public and private schools advertising open enrollment.
- Social Media posts on community pages.
- Professionally designed brochures, flyers, and posters will be created showcasing the benefits and opportunities that an education from SOAR provides.
- All materials shall be created with the end-reader in mind and are assured to make no false claims. These materials will be printed in English and Spanish and will be designed to advertise the unique learning opportunities available to all students in our community.
- All marketing material samples will be provided to the District upon request.

Community Outreach

The Executive Director, teachers, and members of the Board are continually available to conduct public presentations to community groups such as:

- Rotary Clubs
- Elks Lodge #836
- Local Chambers of Commerce

- Local schools
- Local YMCA
- Local preschools and Headstart programs

With express written permission from San Bernardino City Unified School District, SOAR Charter Academy would like to leave brochures or other advertising materials at any one of the District's schools.

Additionally, SOAR will provide presentations or collateral materials to local private preschools and K-8 schools that allow access or opportunity to inform their parents of the Charter School. SOAR hosts community informational meetings annually so that interested parents or community members can come and learn about the opportunities that are provided by SOAR. The District is invited to attend and participate.

Element 8. ADMISSION POLICIES AND PROCEDURES

Governing Law: *Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H).*

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in *Education Code Section 220*.

The Charter School shall admit all pupils who wish to attend. No test or assessment shall be administered to students prior to acceptance and enrollment. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil. In accordance with *Education Code Sections 49011 and 47605(e)(2)(B)(iv)*, admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with *Education Code Section 47605(e)(4)(A)*, the Charter School shall not discourage a pupil from enrolling or seeking to enroll for any reason, including, but not limited to, academic performance or any characteristics described in *Education Code Section 47605(e)(2)(B)(iii)*, such as disabilities, low achievement, English learner status, foster youth, homelessness, economic disadvantage, race, ethnicity, nationality, or sexual orientation. Similarly, in accordance with *Education Code Section 47605(e)(4)(C)*, the Charter School shall not encourage a current student to disenroll or transfer for any reason, including but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in *Education Code Section 47605(e)(2)(B)(iii)*, as listed above.

Pursuant to *Education Code Section 47605(e)(4)(D)*, the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Enrollment Process

The Charter School shall require students to complete an online Enrollment Interest Form, available on the Charter School's website. If space is available, the Charter School will contact the family to complete enrollment. If capacity has been reached, students will be placed on a Lotterease-managed (or comparable software) waitlist, which provides automated updates.

Enrollment Packet includes:

- Student enrollment form
- Proof of Immunization

- Home Language Survey
- Emergency Medical Information Form
- Proof of minimum age requirements
- Release of records¹

Public Random Drawing

Applications will be accepted during an open enrollment period each year, ending on April 30, for enrollment in the following school year. If applications exceed capacity in any grade, a public random drawing (or “lottery”) will be held, with currently enrolled students guaranteed admission (and thus exempted from the lottery).

Preferences in the public random drawing will be given in the following order:

1. Children of the original founding members’ families
2. Children of employees of SOAR
3. Siblings of students admitted to or attending the Charter School who are SBCUSD residents
4. Siblings of students admitted to or attending the Charter School who are not SBCUSD residents
5. All other SBCUSD residents
6. Non-SBCUSD residents

The Charter School and the District agree to follow admission preferences in compliance with *Education Code Section 47605(e)(2)(B)(i)-(iv)*.

Lottery Procedures

- The Board of Directors will ensure fair execution of lottery procedures.
- Lotteries shall be conducted by a designated official, in ascending order of grade level.
- Separate lotteries will be held for each grade level where demand exceeds available seats.
- Remaining students will be placed on a waitlist according to their draw order.

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the 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

¹ In accordance with Education Code Section 47605(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.

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.

Waitlists apply only to the current school year and do not roll over.

Public random drawing rules, dates, and deadlines will be published on the Charter School's website and shared with families by mail or email at least two weeks prior.

The public random drawing will be conducted each spring for fall enrollment.

Element 9. FINANCIAL AUDITS

Governing Law: *The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(c)(5)(I).*

Annual Independent Audit Each year SOAR shall contract for and oversee the preparation and completion of an annual independent audit of the Charter School's financial affairs as required by *Education Code Sections 47605(c)(5)(I) and 47605(m)*. The books and records of the Charter School will be maintained in accordance with generally accepted accounting principles ("GAAP").

The audit will:

- Be conducted in accordance with GAAP.
- Conform with the State Controller's K-12 Audit Guide as it applies to charter schools.
- Expand scope as required by applicable federal law, including Office of Management and Budget circulars.

The Charter School's administration will review any audit exceptions or deficiencies and report to the SOAR Board with recommendations for resolution. SOAR shall submit the audit to the District, the County Superintendent of Schools, the State Controller, and CDE on or before December 15 each year and report in writing how any exceptions or deficiencies will be resolved to the satisfaction of the District. All exceptions and deficiencies shall be addressed within 60 days or within a shorter time if specified in the audit or by the District.

The Charter School Board will select the independent auditor, subject to District Board approval, from the State Controller's approved list of independent auditors. The auditor will:

- Hold a CPA license.
- Have experience auditing educational institutions.
- Verify the accuracy of SOAR's financial statements, accounting practices, revenue reporting, and internal controls.
- Review Average Daily Attendance as reported by SOAR.

Audits will ensure SOAR's funds are managed responsibly and that financial statements conform to GAAP. Audit exceptions and deficiencies shall be resolved in conference with the auditor to the satisfaction of both the auditor and the District.

SOAR shall also provide interim financial data required by the District to fulfill county and state obligations.

The independent financial audit of the Charter School is a public record and will be made available upon request.

Financial Compliance

SOAR will:

- Forward any IRS/FTB payroll tax assessment letters to the District upon receipt.
- Provide the District with prior notice of loan applications.
- Submit to the District, annually, a listing of debts and contracts, with copies of leases, loans, and related documents.

Element 10. STUDENT SUSPENSION AND EXPULSION PROCEDURES

Governing Law: *The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following:*

- i. For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.*
- ii. For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
 - I. Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*
 - II. Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
- iii. Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified above, the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).*
- iv. A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation*

determination notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605(c)(5)(J).

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 offenses and procedures for suspensions and expulsions in non-charter public schools. The language that follows closely mirrors that 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 list of offenses for which students are subject to suspension or expulsion.

Compliance with the procedures set forth in this section of the Charter shall be the only processes for SOAR to involuntarily dismiss, remove, or otherwise exclude a student from further attendance at SOAR for any reason, including but not limited to disciplinary and academic causes. This Policy and its Procedures 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.

The 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 as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension, and expulsion. Corporal punishment shall not be used as a disciplinary measure against any student.

Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons, or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians² are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director's office. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

² The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

A student identified as an individual with disabilities, or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 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 mandate additional or different procedures. The Charter School will follow Section 504, the IDEA, and all applicable federal and state laws, including but not limited to the applicable provisions of the *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. The Charter School shall notify the District of the suspension of any student identified under the IDEA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) 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 of the basis for which the student is being involuntarily removed and, and s the parent/guardian's right to right to request a hearing to challenge the involuntary removal. If the student's parent/guardian initiates the procedures specified below for suspensions, 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.

Alternative Means of Correction

For a student facing discipline for a discretionary offense listed below, the Executive Director may, whenever possible and practicable, provide alternatives to suspension or expulsion. These alternatives shall use a research-based framework with age-appropriate strategies that improve behavioral and academic outcomes while addressing and correcting the student's specific misbehavior.

The Charter School shall not suspend or expel any student based solely on the fact that they are truant, tardy, or otherwise absent from school activities. Violations of the Charter School's attendance expectations shall be addressed in accordance with Charter School Attendance and Truancy Policy and/or Independent Study Policy, as applicable.

No student may be suspended or expelled for willful defiance or disruption. Alternatively, Charter School staff may refer a student who engages in willful defiance and/or disruption to the Executive Director or designee for appropriate and timely in-school interventions or supports. Within five (5) business days, the Executive Director or designee shall:

- 1) Document the actions taken and save the document to the student's record

- 2) Inform the referring staff member what actions were taken and if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

For a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racist bullying, harassment, or intimidation, the Charter School may require both the victim and perpetrator to engage in a restorative justice practice. The Charter School may also require perpetrators to engage in culturally sensitive programs that promote racial justice and equity and combat racism and ignorance.

The Charter School may utilize its Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, be used to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

Voluntary Self-Disclosure of Substance Use (AB 2711 Compliance)

In alignment with AB 2711, SOAR Charter Academy will not suspend or expel a student solely for voluntarily disclosing their use of alcohol, tobacco, controlled substances, or other intoxicants when that disclosure is made in good faith for the purpose of seeking help, support, or treatment. Instead, we are committed to responding with compassion and connecting students to appropriate health-based interventions and support services.

1. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to:

- A. while on school grounds
- B. while going to or coming from school
- C. during the lunch period, whether on or off the school campus
- D. during, going to, or coming from a school-sponsored activity

2. Enumerated Offenses

A. Discretionary Suspension and Expulsion Offenses

Students may be suspended and/or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.

3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in the *Health and Safety Code Sections 11053-11058*, alcoholic beverage, or intoxicant of any kind.
4. 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 the same as a controlled substance, alcoholic beverage, or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property, which includes electronic files and databases.
7. Stole or attempted to steal school property or private property, which includes electronic files and databases.
8. 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 product by a student.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in *Health and Safety Code Section 11014.5*.
11. Knowingly received stolen school property or private property, which includes electronic files and databases.
12. 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.
13. 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.
14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
15. Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether 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.
16. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime, which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat,

even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, or the personal property of the person threatened or their immediate family.

17. Committed sexual harassment, as defined in *Education Code Section 212.5*. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 8, inclusive.
18. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of *Education Code Section 233*. This section shall apply to students in any of grades 4 to 8, inclusive.
19. Intentionally harassed, threatened, or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 8, inclusive.
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

i. Definition of Bullying

"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 acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, and 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:

- a. Placing a reasonable student (defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- b. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- c. Causing a reasonable student to experience substantial interference with their academic performance.

- d. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- ii. **“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:
 - a. A message, text, sound, video, or image.
 - b. A post on a social networking Internet website, including, but not limited to:
 - I. Posting to or creating a burn page. A “burn page” means an Internet website created for the purpose of having one or more of the effects as listed in subparagraph (i) above.
 - II. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (i) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil such that another pupil would reasonably believe or has reasonably believed that the pupil was or is the pupil who was impersonated.
 - III. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (i) above. A “false profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - c. An act of cyber sexual bullying.
 - I. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (1) to (4), inclusive, of paragraph (i). 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.
 - II. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value, or that involves athletic events or school-sanctioned activities.

- iii. Notwithstanding subparagraphs (i) and (ii) 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.

- 21. Assault or battery, as defined in Penal Code Sections 240 and 242, upon any school employee.
- 22. A student who aids or abets, as defined in *Penal Code Section 31*, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a 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 (A)(1)-(2)*.
- 23. Possessed, sold, or otherwise furnished any knife or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

B. 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 student:

- 1. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- 2. Brandished a knife at another person.
- 3. Unlawfully sold a controlled substance listed in *Health and Safety Code Section 11053 et seq.*
- 4. 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 an Administrative Panel and/or the Board of Directors that a student has brought a firearm or destructive device, as defined in *Section 921 of Title 18 of the United States Code*, onto campus or possessed such a 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 3 ½ inches
- D. A folding knife with a blade that locks into place
- 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
- D. Any destructive device

Such a term does not include an antique firearm.

The term “destructive device” means:

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.

3. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

A. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee with the student and their parent and, whenever practical, the teacher, supervisor, or school employee who referred the student to the Executive Director.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety, or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present their version and evidence

in their defense, in accordance with *Education Code Section 47605(c)(5)(j)(i)*. This conference shall

be held within two (2) school days, unless the 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 school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

B. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by email, telephone, or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

C. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or designee, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parents fail to attend the conference.

This determination will be made by the Executive Director or designee upon one of the following determinations:

1. The student's presence will be disruptive to the education process; or
2. The student poses a threat or danger to others.

Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

D. Homework Assignments During Suspension

In accordance with *Education Code Section 47606.2(a)*, upon the request of a parent, a legal guardian, or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with *Education Code Section 47606.2(b)*, if a homework assignment that is requested pursuant to *Section 47606.2(a)* and turned in to 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.

4. 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 Charter School Board following a hearing before it or by the Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Charter School Board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

5. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing adjudicated by a neutral hearing officer to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

The Board may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as

defined in Education Code Section 56026. The Board shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

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:

- A. The date and place of the expulsion hearing
- B. A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based
- C. A copy of the Charter School's disciplinary rules which relate to the alleged violation
- D. Notification of the student 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
- E. An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor
- F. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing
- G. An explanation of the opportunity to confront and question all witnesses who testify at the hearing
- H. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

6. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Administrative Panel or Board 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, which shall be examined only by the Administrative Panel or the Board. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to:

- A. Receive five (5) days' notice of their scheduled testimony;

B. Have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel; and

C. Elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the 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 they are 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 officer finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany them 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(s) not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising discretion to remove a person from the hearing whom they believe 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 hearing room during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to

have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room.

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 circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

7. 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.

8. 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 and/or a decision to expel by the Board 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, and sworn declarations may be admitted as testimony.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation for expulsion to the Board, who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to their educational program.

9. Written Notice to Expel

The Executive Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and the student's parent/guardian. This notice shall also include:

- a. Notice of the specific offense committed by the student; and

Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the student's district of residence, upon finality of expulsion. This notice shall include:

- a. The student's name; and
- b. The specific expellable offense committed by the student.

Additionally, in accordance with *Education Code Section 47605(e)(3)*, upon expulsion of any student, the Charter School shall notify the superintendent of the school district of the pupil's last known address within thirty (30) days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

10. 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 District upon request.

11. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School, as the Charter School Board's decision to expel shall be final.

12. Expelled Pupils / Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs, including but not limited to programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

13. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order. This plan 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 student may reapply to the Charter School for readmission.

14. Readmission

The decision to readmit a student, or to admit a previously expelled pupil from another school, school district, or charter school, shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the student 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 Charter School environment.

The Executive Director or designee shall make a recommendation to the Board following the meeting regarding their determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the *Brown Act*. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

15. 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.

16. Involuntary Removal for Unexcused Absences

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 and after 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 unexcused absences may be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

17. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

A. Notification of District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District in the discipline of any student with a disability or student who the Charter School or the District would be deemed to have knowledge that the student had a disability.

B. 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 designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

C. 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, any teacher observations, and any relevant information provided by the parents, to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
2. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If either condition applies, the conduct shall be determined to be a manifestation of the child's disability.

If the behavior is found to be a manifestation, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for the child, if not already in place;
- b. If a plan already exists, review and modify it as necessary; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement.

If the behavior is determined not to be a manifestation of the student's disability, and was not the result of failure to implement the IEP/504 Plan, the Charter School may apply the same disciplinary procedures to the child as it would to students without disabilities.

D. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special

Education Unit of the Office of Administrative Hearings or by utilizing the dispute resolution 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 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 or until otherwise ordered.

E. Special Circumstances

When determining whether to order a change in placement for a child with a disability, Charter School personnel may consider any unique circumstances on a case-by-case basis for a student who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability, in cases where the student:

1. 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;
2. 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
3. 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.

F. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

G. 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 District's disciplinary procedures may assert the procedural safeguards granted under this policy 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:

1. 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.

2. The parent has requested an evaluation of the child.
3. 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 these three (3) circumstances, the student may assert any of the "stay-put" protections available to *IDEA*-eligible children with disabilities, including the right to remain in the current educational placement until due process proceedings are completed.

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 placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined not to be eligible.

Element 11. RETIREMENT PROGRAMS OFFERED TO EMPLOYEES

Governing Law: *The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(K).*

Retirement

All eligible, full-time certificated school staff will participate in the State Teachers' Retirement System ("STRS"). All employees who do not qualify as members for STRS must make contributions to the social security system. The Board has established a 403b plan for all employees; including those employees who are not eligible for STRS. The Executive Director or Director of Human Resources and Communication shall be responsible for ensuring appropriate arrangements for retirement coverage have been made.

Both certificated and classified personnel will be eligible to participate in a 403(b) and/or 457(b) Retirement Plan. All minimum required contribution levels must be met for employees to participate in the 403(b)/457(b) programs, and contributions are the sole responsibility of the employee.

Staff Compensation and Benefits

The Executive Director, in consultation with the Board of Directors, has developed a salary schedule for the Charter School. This schedule will be created in accordance with the fiscal constraints of the operating budget and reflect a traditional "step and column" salary scale. SOAR will create a salary range for each position, and each employee will be hired within the parameters of that salary range, based on experience, demand, and negotiation.

Compensation will be determined based on teacher experience and level of education. A comprehensive benefits package (medical, dental, vision, and retirement) may be included as part of each full-time employee's compensation.

Element 12. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: *The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(L).*

SOAR is a charter school of choice and no child shall be required to attend the Charter School. No governing board of a school district shall require any pupil enrolled in a school district to attend a charter school.

Students who reside within the District whose parents choose for them not to attend SOAR may attend another school within the District according to District policy or request an intra- or inter-district transfer consistent with District policy. Parents and guardians of each student enrolled in the Charter School will be informed on admission forms that students have no right to admission in a particular school of a local educational agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local educational agency.

Element 13. EMPLOYEE RETURN RIGHTS

Governing Law: *The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(M).*

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at SOAR shall have no automatic rights of return to the District after employment at SOAR unless specifically granted by the District through a leave of absence or other agreement or policy of the District specified in the District's collective bargaining agreements.

Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law. SOAR shall have no authority to provide for, or negotiate with SOAR's employees or employee representatives, any return rights to the District.

District staff who leave the District's employment to work at SOAR will be compensated in accordance with SOAR's compensation plan, and not in accordance with any District compensation plans and/or collective bargaining agreements or contracts.

Sick or vacation leave at the District or any other school district 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 14. DISPUTE RESOLUTION PROCEDURES

Governing Law: *The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(N)*

The Charter School and the District will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

If the District determines that a violation of the Charter or law may have occurred or a problem has arisen related to the operation of the Charter School or the District's oversight obligations, or a dispute otherwise arises between the District and the Charter School the following procedures shall be followed to resolve the dispute:

1. Should the District determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and may commence revocation proceedings immediately or take action as it deems necessary.
2. If the violation or issue in question does not constitute a severe and imminent threat to the health or safety of pupils, District or the Charter School will provide written notification of the violation or issue. The date that this notice is sent shall be the "Notice Date." Upon issuance of this notice, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and under no circumstances will the meeting be held more than ten (10) calendar days after the Notice Date. The District representative at the meeting will be the Superintendent or the Superintendent's designee, and the Charter School representative will be the SOAR Superintendent or their designee. If the dispute is not resolved at this meeting or in strict accordance with any plan for resolution agreed upon at this meeting, the parties will proceed to Step 3.
3. In the event that this informal meeting fails to resolve the dispute, the parties' Board Presidents shall jointly meet with the Superintendent and SOAR Superintendent, or their respective designees, and attempt to resolve the dispute within twenty (20) calendar days from receipt of the dispute statement.
4. The District may commence revocation of the Charter and/or other appropriate action in accordance with Education Code Section 47607 or applicable law.

a) Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. 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. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

Element 15. CLOSURE PROCEDURES

Governing Law: *The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Education Code Section 47605(c)(5)(O)*

Closure Procedures

The following are closing procedures that abide by *Education Code Section 47605(c)(5)(O)*, to be used should the Charter School close for any reason. The decision to close the SOAR will be documented by official action of the SOAR Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or not renewed by the San Bernardino City Unified School District Board of Education (if all appeals are exhausted); the SOAR Board of Directors votes to close the Charter School; or the charter lapses. In the event of such a Closure Action, the Charter School will implement the following steps:

1. Written notification to parents/guardians/caregivers of the enrolled students of the SOAR Charter Academy of San Bernardino will be issued by SOAR within a timely manner should there be a determination of Closure Action. A sample copy of the language used in the written notification is also to be made to the San Bernardino City Unified School District within the same time frame.
2. The written notification will also include the name(s) and contact information for the person(s) to whom reasonable inquiries may be made for assistance in transferring each student to another appropriate school, and a process for the transfer of all student records.
 - a. The process for transferring student records to the receiving schools shall be in accordance with the San Bernardino City Unified School District procedures for students moving from one school to another.
 - b. Parents will also be provided with student information that includes closure notice, grade reports, discipline records, immunization records, completed coursework and credits that meet graduation requirements.
3. The Charter School will promptly notify the District, the San Bernardino County Office of Education, the Charter School’s SELPA, the retirement systems in which the Charter School’s employees participate (e.g. Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security) of the Closure Action.
4. SOAR will prepare an electronic master list of all students and provide the list to San Bernardino City Unified School District, Charter School Director. This list shall include the student’s identification number, Statewide Student Identifier, birth date, grade, full name, address, home school, enrollment date, exit code, exit date. The list will also include each student’s grade level and the classes they have completed, together with information on the

student's districts of residence. The master list will also be provided to the entity responsible for closure-related activities.

5. If the SOAR's closure occurs before the end of the school year, the list will also indicate the name of the school that each student is transferring to, if known.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA. The original cumulative files will be organized for District pick up in two categories: active students and inactive students. The San Bernardino City Unified School District Charter School Director will coordinate with SOAR for the pickup of the student records and the San Bernardino City Unified School District will make all determinations for maintenance of the files after the Charter School's closure.

SOAR will update all student records in the California Longitudinal Pupil Achievement Data System ("CALPADS") prior to closing.

1. SOAR will provide to the District Charter School Director a copy of student attendance records, teacher grade books, school payroll records, Title I records (if applicable), and all personnel records.
2. The District can maintain all personnel records as long as they deem necessary.
3. SOAR shall allow the San Bernardino City Unified School District access, inspection and copying of all school records, including financial and attendance records, upon written request by the San Bernardino City Unified School District.
4. As soon as reasonably practicable, 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. This audit will be conducted by a qualified CPA selected by the Charter School who will employ generally accepted accounting principles, and will be provided to the District promptly upon 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. To the extent the Charter School leases or rents its facility from a related party or subsidiary, as identified in its audited financial statements according to generally accepted accounting principles in the United States, or owns its facility, the Charter School shall include a statement describing its plans for the use of the facility in its final audit.
5. Any liability or debt incurred by the SOAR Charter Academy will be the responsibility of SOAR and not the District. SOAR understands and acknowledges that SOAR will cover the outstanding debts or liabilities of SOAR. Any unused monies at the time of the audit will be returned to the appropriate funding source. SOAR understands and acknowledges that only unrestricted funds are to be used to pay creditors.

6. If in possession of SOAR, any unused AB 602 funds will be returned to the District's SELPA, and other categorical funds will be returned to the source of funds. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.
7. For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by SOAR's Board, will maintain employment of a determined staff level to take care of all necessary tasks and procedures required for a smooth closing of the Charter School and student transfers. All other staff employment will be terminated upon Closure Action.
8. SOAR Board shall adopt a plan for wind-up of the Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.
9. In addition to a final audit, SOAR will also submit any required year-end financial reports pursuant to Education Code Section 47604.33 to the California Department of Education, San Bernardino City Unified School District, and the San Bernardino County Superintendent of Schools in the form and time frame required.
10. 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.
11. If the Charter School is operated as a nonprofit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.
12. Upon request, SOAR will provide the San Bernardino City Unified School District notice of any outstanding payments to staff and the method by which the Charter School will make the payments.
13. Prior to final closure, SOAR shall do all of the following on behalf of the Charter School's employees, and anything else required by applicable law:
 - a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

- b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.).
- d. File the final withholding tax return (Treasury Form 165).
- e. File the final return with the IRS (Form 990 and Schedule).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end SOAR's right to operate as a charter school or cause SOAR to cease operation. SOAR and the District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should SOAR breach any obligation under this Element 15. The District therefore shall have the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Miscellaneous Provisions

Budgets and Financial Reporting

Governing Law: *The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(h).*

Attached in the Appendices to the SOAR Charter Renewal Petition, please find the financial projections for the current year through the 2028 - 2029 school year.

These projections are based upon the best data available to the petitioners at this time.

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

1. By July 1, a preliminary budget for the current fiscal year.
2. 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*.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by *Education Code Sections 47604.33 and 47605(m)*, the School Accountability Report Card (SARC), and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with *Education Code Sections 47604.32 and 47607*.

Pursuant to *Education Code Section 47604.3*, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

Administrative Services

Governing Law: *The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).*

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. The Charter School currently contracts with Charter Impact for these services.

Facilities

Governing Law: *The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).*

SOAR is located within the governmental jurisdiction of the City of San Bernardino and in proximity to its downtown corridor, at 198 W. Mill Street, in a District-owned facility previously known as Burbank Elementary School. The specific terms of the Charter School's use of these facilities are governed by a signed Facility Use Agreement with SBCUSD, which is coterminous with the term of the charter. SOAR's location within this area positively impacts the students and the San Bernardino community. San Bernardino is in need of local partners interested in its redevelopment and economic progress. SOAR is committed to being a good neighbor and community partner with the City of San Bernardino.

Some benefits of maintaining our school in this area include:

- Proximity and route of local bus lines.
- Proximity of local businesses, city offices, and county offices as possibilities for student internships
- Availability of open commercial real estate buildings for expansion needs that may arise

Potential Civil Liability Effects

Governing Law: *Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).*

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 authority 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 District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

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

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

Indemnification & Insurance

Indemnification

To the fullest extent permitted by law, the Charter School agrees to immediately, fully and completely indemnify, defend through counsel reasonably acceptable to District and hold harmless the District and its members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns ("Indemnitees") from and against any and all liabilities, claims, demands, actions, damages, causes of action, suits, judgments, losses, expenses, fines, costs, penalties, or obligations, of whatever nature or kind, including, but not limited to, attorney's fees and litigation and defense costs, regardless of insurance coverage, that in any way arise out of or relate to:

(1) Any actual or alleged acts, errors, omissions, or willful misconduct on the part of the Charter School, the board of directors, officers, board appointed groups, committees, boards, and any other Charter School appointed body, administrators, employees, attorneys, agents, representatives, partners, sponsors, vendors, volunteers, contractors, subcontractors, invitees, successors, assigns, and/or any other person/entity acting on behalf of the Charter School and/or pursuant to a contract with the Charter School;

- (2) The performance of and/or the failure to perform in whole or in part any obligation under this Charter; and
- (3) The operation or activities of the Charter School, including any program or facility.

The obligations of the Charter School to defend the District and the other Indemnitees identified herein is primary and not contingent upon insurance and/or there being an acknowledgement of or a determination of the merit of any claim, demand, action, cause of action, or a determination of liability and those obligations will be deemed to be triggered immediately upon the assertion of any claim, demands, actions, cause of action, or suit within the scope of this paragraph. However, nothing in this paragraph shall be constructed to obligate the Charter School to indemnify Indemnitees for any claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities resulting from an Indemnitee's sole negligence or from an Indemnitee's willful misconduct where such sole negligence or willful misconduct has been adjudged by the final and binding findings of a court of competent jurisdiction; except, in instances where the sole negligence or willful misconduct of an Indemnitee accounts for only part of the loss(es) involved, the indemnity obligations of the Charter School shall be for that portion of the loss(es) not due or attributable to the sole negligence or the willful misconduct of such Indemnitees.

The Charter School further specifies that its indemnification, defense, and hold harmless obligations pursuant to this Charter extend to indemnify, defend, and hold the Indemnitees harmless from any and all financial obligations in the event of an unbalanced Charter School budget.

The Charter School's obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this section of the Charter, are in addition to and not limited by insurance requirements and shall survive the revocation, expiration, termination, or cancellation of the Charter School's Charter or any other act or event that would end the Charter School's right to operate as a charter school pursuant to its Charter or cause the Charter School to cease operations.

Charter School shall reimburse the District for any deductible or self-insured retention costs incurred under Charter School's policies.

The Charter School shall at all times be operated by or as a nonprofit public benefit corporation and shall provide to the District proof of its federal and state tax exempt status on or before July 1 following approval of the renewal of the Charter. Nothing in this paragraph shall serve to reduce or excuse the Charter School's obligations to obtain and maintain the insurance required by the Charter and/or its obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this Charter.

Insurance

Charter School shall purchase and maintain, in full force and effect at all times during the term of this Charter, insurance in amounts and types subject to the terms approved by the District's risk manager

No coverage shall be provided to the Charter School by the District, including self-insured programs or commercial insurance policies. In the event Charter School adds locations (which may only be done through an approved material revision to its Charter), each Charter School location shall meet the below insurance requirements individually. It shall continue to be the Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, or sponsors for compliance with the insurance requirements.

The Charter School shall purchase and maintain in full force and effect at all times during the term of this Charter and/or any MOU or other agreement between the parties insurance in amounts and types and subject to the terms approved by the District's risk manager and as specified below. The Charter School's obligations to acquire and maintain insurance as provided in this section of the Charter shall survive the revocation, expiration, termination, or cancellation of this Charter or any MOU or any other agreement between the parties or any other act or event that would end the Charter School's right to operate as a charter school pursuant to its Charter or cause the Charter School to cease operations until the Charter School has fully complied with the Closure Protocol set forth in this Charter and/or any closure or termination procedures or requirements in any MOU or other agreement between the parties and any additional closure procedures required by law, regulation, or required by the California Department of Education.

Without limiting this Charter or any MOU or other agreement between the parties and/or the defense, indemnity, and hold-harmless obligations of the Charter School, throughout the life of the Charter and any MOU or other agreement between the parties, the Charter School shall obtain, pay for, and maintain in full force and effect insurance policies issued by an insurer or insurers admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A or A-VII" by A.M. Best Insurance Rating Guide, or, in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage as follows:

COMMERCIAL GENERAL LIABILITY insurance and/or coverage, which shall include coverage for: "bodily injury," "property damage," "advertising injury," and "personal injury," including, but not limited to, coverage for products and completed operations, with combined single limits of not less than \$1,000,000 per occurrence and \$2,000,000 in the aggregate. This coverage will be on an occurrence basis. Additionally, Excess Liability coverage shall be procured in the amount of \$10,000,000 per occurrence and \$10,000,000 in the aggregate.

A. General Liability Insurance Endorsement Negligence Related to Sexual Abuse or Molestation providing coverage for allegations of wrongful acts or negligence should an injury occur as a result of sexual abuse with liability coverage of \$3,000,000 per occurrence and \$6,000,000 in the aggregate. Such insurance must include coverage for sexual abuse perpetrated by a student, students in supervised internship program, employed school psychologists and counselors, employee, officer or director, business invitee, volunteer or representative, and agent for whose conduct the insured entity is responsible.

B. General Liability Insurance Endorsement Negligence Related to Corporal Punishment providing coverage for allegations of wrongful acts or negligence should an injury occur as a result of corporal punishment.

EMPLOYEE BENEFITS LIABILITY insurance and/or coverage which shall include coverage for errors and omissions in the administration of an employee benefit program. Such coverage shall be in an amount not less than \$1,000,000 per occurrence and \$1,000,000 in the aggregate.

PROPERTY insurance and/or coverage, which shall include: (a) coverage for real property on an “all risk” basis with full replacement cost coverage and code upgrade coverage, (b) Fire Legal Liability, to protect against liability for portions of premises leased or rented, and (c) Business Personal Property, to protect on a Broad Form, named peril basis, for all furniture, equipment and supplies of the Charter School. If any District property is leased, rented or borrowed, it shall also be insured by the Charter School in the same manner as (a), (b), and (c) above.

COMMERCIAL AUTO LIABILITY insurance and/or coverage, which shall include coverage for owned, non-owned, and hired autos, with bodily injury and property damage liability limits not less than \$1,000,000 per person and per occurrence.

WORKER’S COMPENSATION insurance and/or coverage, as required by applicable law, with not less than statutory limits.

ERRORS AND OMISSIONS insurance and/or coverage providing coverage for educators’ legal liability and error and omissions in an amount not less than \$1,000,000 per “claim” with an aggregate policy limit of \$2,000,000.

FIDELITY BOND coverage shall be maintained by the Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence.

All of the insurance and/or coverage required by the foregoing provisions of this Charter shall: (a) be endorsed to name the District, Board members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter the “District and the District Personnel”) as additional insureds; (b) shall be primary insurance, and any insurance and/or self-insurance or coverage maintained by the District and/or by the District Personnel shall be in excess of the Charter School’s insurance and/or coverage required by the foregoing provisions of this Charter and shall not contribute with the primary insurance and/or coverage to be provided by the Charter School; (c) shall be on an “occurrence” basis rather than a “claims made” basis, excepting only educators’ legal liability and errors and omissions insurance and/or coverage, which shall be on a “claims made” basis; and (d) shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of liability set forth in the applicable policy or memorandum of coverage.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that coverage shall not be suspended, rescinded, voided, canceled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, without thirty (30) days’ prior written notice thereof given by the insurer to the District by U.S. Mail, certified, or by personal delivery. In addition to such notice

provided to the District by the insurer, the Charter School shall also provide the District with thirty (30) days' prior written notice, by certified mail, return receipt requested, of the suspension, recession, voiding, cancellation, reduction in coverage or limits, non-renewal, or material change for any reason, of any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter. If at any time any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter is suspended, rescinded, voided, canceled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, the Charter School shall immediately notify the District. If the required insurance and/or coverage is not restored within five(5) business days, the Charter shall be subject to revocation through the standards and procedures set forth in Education Code Section 47607.

The acceptance by the District of the insurance and/or coverage required by the foregoing provisions of this Charter shall in no way limit the liability or responsibility of the Charter School or of any insurer or joint powers authority to the District.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that all rights of subrogation against the District and/or the District Personnel are waived.

The District retains the right to adjust the amount/ types of insurance Charter School is required to attain at any time during the term of the Charter, as recommended by the District's risk manager.

Verification of Coverage

The Charter School shall provide to the District duplicate originals of each policy of insurance and/or each memorandum of coverage required by the foregoing provisions of this Charter, including all declarations, forms, and endorsements, which shall be received and approved by the District risk manager within thirty (30) days of the approval of this Charter and by July 1 and January 7 of each year thereafter, and at any other time that a policy of insurance and/or memorandum of coverage is changed and at any other time a request is made by the District for such documents. The duplicate originals and original endorsements required by this provision shall be signed by a person authorized by the insurer and/or joint powers authority to bind coverage on its behalf. The procuring of such insurance and/or coverage or the delivery of duplicate originals and endorsements evidencing the same shall in no way be construed as a limitation of the obligation(s) of the Charter School to defend, indemnify, and hold harmless the District and the District Personnel.

Deductibles and Limits of Liability

The limits of liability applicable to the policies of insurance and/or memoranda of coverage required by the foregoing provisions of this Charter shall not reduce or limit the obligation(s) of the Charter School to defend, indemnify, and hold harmless the District and the District Personnel.

The limits of liability applicable to the policies of liability insurance and/or memoranda of coverage in place of liability insurance required by the foregoing provisions of this Charter shall not be reduced by or apply to defense costs or attorney's fees incurred to defend against

covered claims.

Any deductible(s) or self-insured retention(s) applicable to the insurance and/or coverages required by the foregoing provisions of this Charter must be declared to and approved by the District.

The Charter School shall promptly respond to all inquiries from the District regarding any claims against the Charter School and/or any obligation of the Charter School under the foregoing provisions of this Charter.

Additionally, the Charter School shall strive to, at all times, maintain a funds balance (reserve) of its expenditures as suggested by Section 15450, Title 5 of the California Code of Regulations.

Use of Funds

No funds from this Charter may be transferred or used to start or operate another charter school without the prior approval of the District Board of Education.

Attachments

All of the attachments to this Charter are hereby incorporated herein and made a part hereof by this reference.

SOAR Inc.'s Articles of Incorporation and/or bylaws, and any exhibits and appendices to the Charter, shall be revised as necessary in order to be consistent with and reflect the revisions required to be made to the Charter.

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