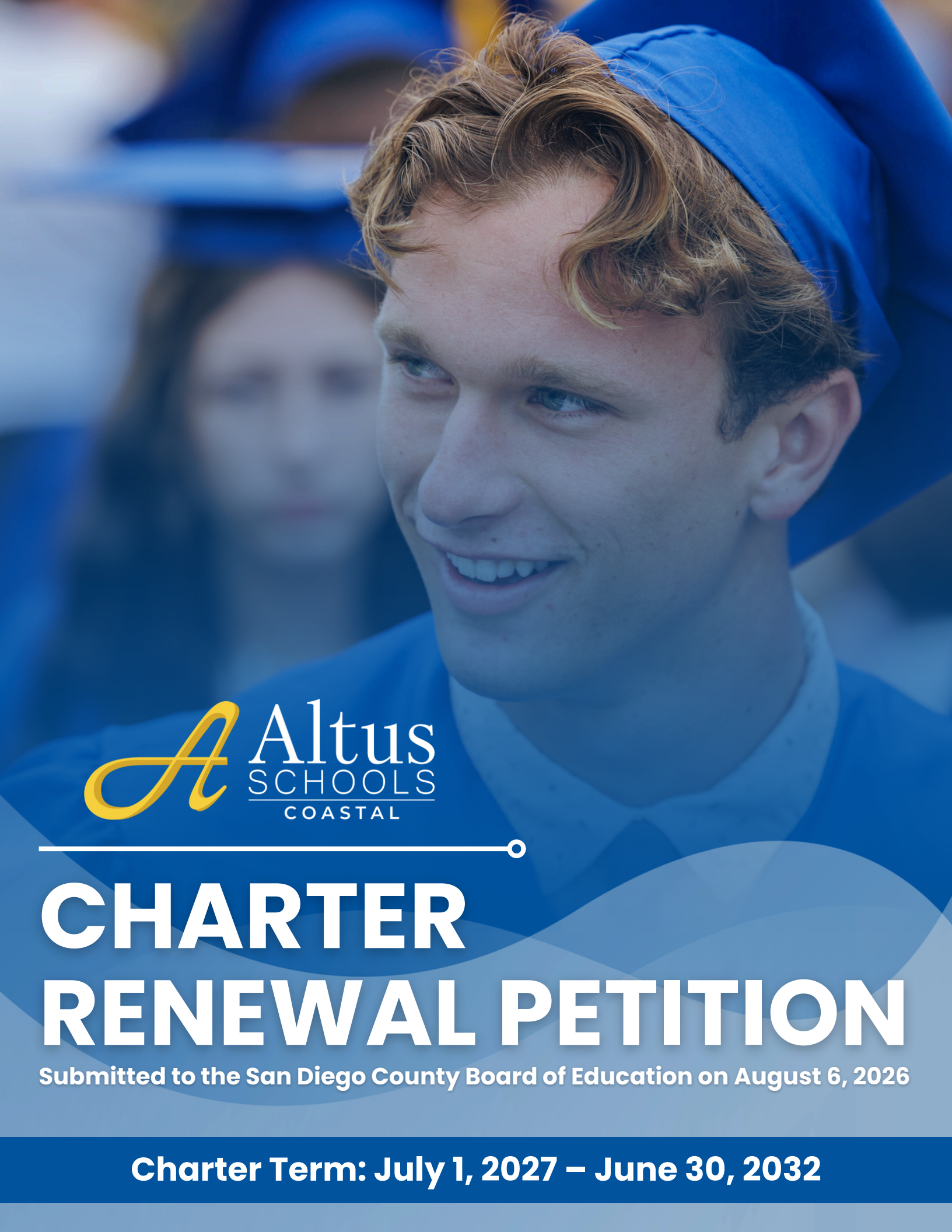

Altus SCHOOLS COASTAL

CHARTER RENEWAL PETITION

Submitted to the San Diego County Board of Education on August 6, 2026

Charter Term: July 1, 2027 – June 30, 2032

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Dear San Diego County Office of Education Charter School Services,

This document identifies the sections of the charter petition where substantive revisions have been made since the previously approved petition. It is intended to facilitate the review of the current petition by providing a clear reference to the locations and nature of the significant changes. We hope this cross-reference supports an efficient and thorough evaluation of the revisions submitted for your consideration.

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CHARTER PETITION

ALTUS SCHOOLS COASTAL

CHARTER RENEWAL PETITION

Submitted to the San Diego County Board of Education
August 6, 2026

Charter Term: July 1, 2027 – June 30, 2032

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II. Safety Plan
JJ. Career Pathway Chart
KK. Board Training Certificates
LL. Memorandum of Understanding

Affirmations and Declaration

As the authorized lead petitioner, I, Tim Tuter, hereby certify that the information submitted in this petition for the renewal of ***Altus Schools Coastal*** ("ASC", "Altus Schools", or the "Charter School"), a California public charter school operated by Altus Schools Southern California ("ASSC"), a California non-profit public benefit corporation authorized by State Board of Education ("SBE") with oversight by the San Diego County Office of Education (collectively, the "County") and located within the boundaries of the Carlsbad Unified School District ("CUSD" or the "District") is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School follows any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

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

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

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

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

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

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

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

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

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

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

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

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

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

- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or 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)]

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

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

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

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

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

- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* ("CPRA").

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

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

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

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

- The Charter School shall comply with Education Code Section 51744, *et seq.* related to independent study, as applicable.

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

- The Charter School shall comply with the financial audit requirements of Education Code Section 41020, as mandated by AB 126 (2026). [Ref. Education Code Section 47605(m)]

08/06/2026

Tim Tuter
Deputy Superintendent Schools Services
and Founding Director
Altus Schools Coastal

Date

Introduction

BACKGROUND

Altus Schools Southern California ("ASSC") is a nonprofit public benefit corporation that operates *Altus Schools Coastal* ("ASC" or the "Charter"), which is in good standing with its authorizer, the San Diego County Board of Education ("SDCBOE" or "SDCOE").

Altus Schools Coastal was founded by an extremely experienced team of charter school educators and administrators who have more than 235 years of combined, directly pertinent experience. The team has had great success using independent study methods to improve student achievement. In fact, ASC was founded by the same development team and builds upon the success of Altus Schools Audeo and Altus Schools Charter School of San Diego, authorized by the San Diego Unified School District since 2001 and 1993 respectively, Altus Schools East County originally approved by State Board of Education ("SBE") on May 18, 2017 and renewed by Grossmont Union High School District on October 10, 2024, and Altus Schools South Bay, original approved by SBE on July 13, 2017 and SBE renewed the charter on March 5, 2025. Following the SBE's approval of the charter, SBE designated the County Board as the chartering authority.

School History

Altus Schools Coastal has a proven history of success. Academic, operational and fiscal excellence serve as a foundation as ASC's credentialed, specially trained staff continue to offer an engaging educational program to the students in the Carlsbad community. The Charter School instructional program was first introduced to the Carlsbad community in 2009 when ASC began serving students at its resource center located in the Westfield Plaza Camino Real Mall, now The Shoppes at Carlsbad. Audeo II was originally developed to cure the geographical restrictions created by the outcome of the *Anderson Union High School District v. Shasta Secondary Home School* case that restricted nonclassroom-based schools' resource center locations. The school is modeled after the very successful Audeo Charter School, which has been authorized by San Diego Unified School District since 2001 and has transformed the lives of thousands of students, lowered the dropout rate, and provided a high-quality educational option to students and their families.

As indicated in Table 1 below, ASC served on average over 200 Carlsbad Unified School District ("CUSD") students every year since opening from 2016 to 2026, the total number of unduplicated students served in Carlsbad was 1,053. This consistent demand for enrollment has continued with the Charter School.

Number of Students Served from Carlsbad Unified School District										
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Students Served From CUSD	184	273	229	228	247	219	172	184	152	157

Innovative and Proven School Design to Meet the Needs of All Students

Altus Schools Coastal serves a unique student population. The vast majority of students who choose to enroll at ASC have not been successful in a traditional school setting and are seeking a personalized educational environment. ASC is a flex-based charter school that serves students in grades Transitional Kindergarten through 12 and focuses on individualizing and personalizing each student's academic plan in order to achieve their pathway to success. Every student enjoys the benefits from a custom-built course plan, one-on-one attention from teachers, individualized college and career planning, and a flexible schedule that meets their academic and personal needs. Charter School teachers are committed to partnering with parents to provide a personalized and rigorous academic experience for each student.

For the 2025-2026 school year, approximately 64 percent of ASC students in grades 6-12 are credit deficient upon enrollment, 60 percent are socio-economically disadvantaged, and 64 percent represent a minority student population. Additionally, approximately 26 percent have been identified as Special Education students. The student demographics of the Charter School closely resemble the student demographics of the District.

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

Since 2016, ASC has been an option for families in the Carlsbad Unified School District.

ASC has served 1,053 unduplicated students from CUSD from 2016-2017 through 2025-2026. Since 2016, more than 800 students have been redirected into CUSD schools from the Charter School.

Number of Students Served from CUSD

Number of Students Served from Carlsbad Unified School District										
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Students Served From CUSD	184	273	229	228	247	219	172	184	152	157

Number of Students Redirected to CUSD

Number of Students Redirected To Carlsbad Unified School District										
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Students Redirected to CUSD	10	161	102	116	108	110	73	88	54	30

Solid Financial Plan

The four-year budget prepared by Altus Schools Coastal's experienced financial team is fiscally sound with very conservative revenue assumptions and a healthy reserve contribution of $253,814 in FY 2027-28, $271,998 in FY 2028-29, $291,634 in FY 2029-30, and $312,862 in FY 2030-31.

The budgetary and financial results, which reflect its value of using business principles to manage the organization, demonstrate a fiscally sound charter school. It provides the resources to support a highly engaged staff and meet the educational needs of students. The revenues all trend favorably from FY 2022-2023 through FY 2024-25. The Charter School maintains financial stability through prudent monitoring of budgeted expenses and forecasted revenues to ensure adequate reserves are built and maintained when closing a fiscal year.

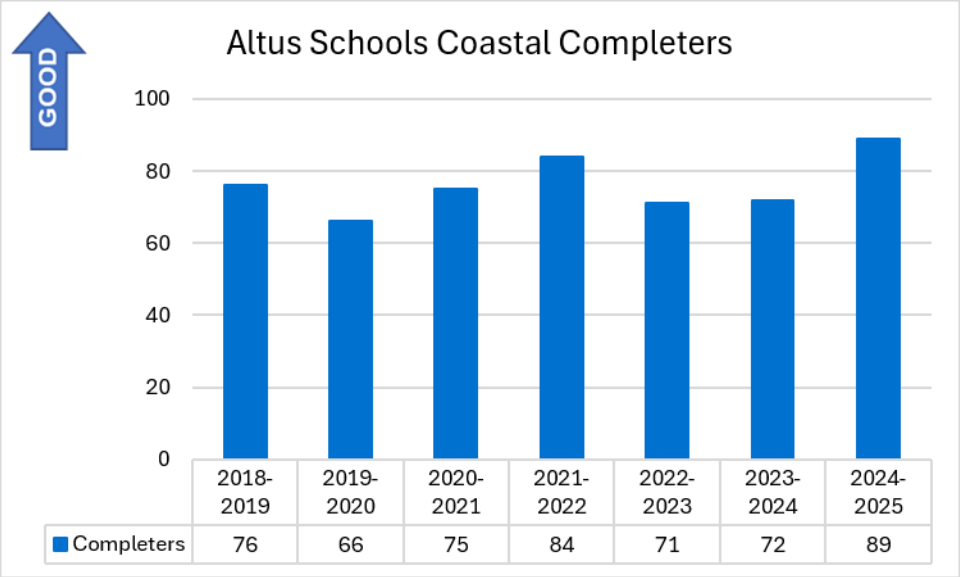
The Charter School prepares cash flow of financial resources with a focus on the annual operating budget and current liabilities. The Board of Directors and Senior Leaders compare the actual revenues and expenditures with the adopted budget three times a year. Tracking costs and resources allows the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

Additionally, since the beginning of the operation of the Charter School, the operation and financial audits have been consistently clean with no audit findings.

ACCOMPLISHMENTS OF ALTUS SCHOOLS COASTAL DURING ITS CURRENT CHARTER TERMS

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

- In the last seven years, overt 500 Altus Schools Coastal students (the majority not on track to graduate upon enrollment) have completed their high school requirements by receiving a diploma or passing one of the California CDE approved equivalency certificates (General Equivalency Diploma, ("GED"), High School Equivalency Test ("HiSET") or California Proficiency Exam ("CPE") **(See Below).**



- SDCOE Charter School Services finds that Altus Schools Coastal is operating in compliance with state and federal law, their charter petition, and the MOU between SDCOE and the charter school.
- Altus Schools Coastal has consistently Met all Local Indicators on the Dashboard **(Figure 5)**.
- Altus Schools Coastal exceeds the San Diego County DASS schools average and the state DASS schools average for the Dashboard DFS Academic Indicators in ELA and Math **(Figures 1-2)**.
- Altus Schools Coastal exceeds the San Diego County DASS schools average and the state DASS schools average for the Standard Met or Exceeded (Proficiency) for SBA CAASPP in ELA and Math **(Figures 3-4)**.
- In 2025, Altus Schools Coastal ranked #2 out of 38 DASS schools in the County for ELA Dashboard Distance from Standard (DFS) on CAASPP ELA **(See Figure below)**.

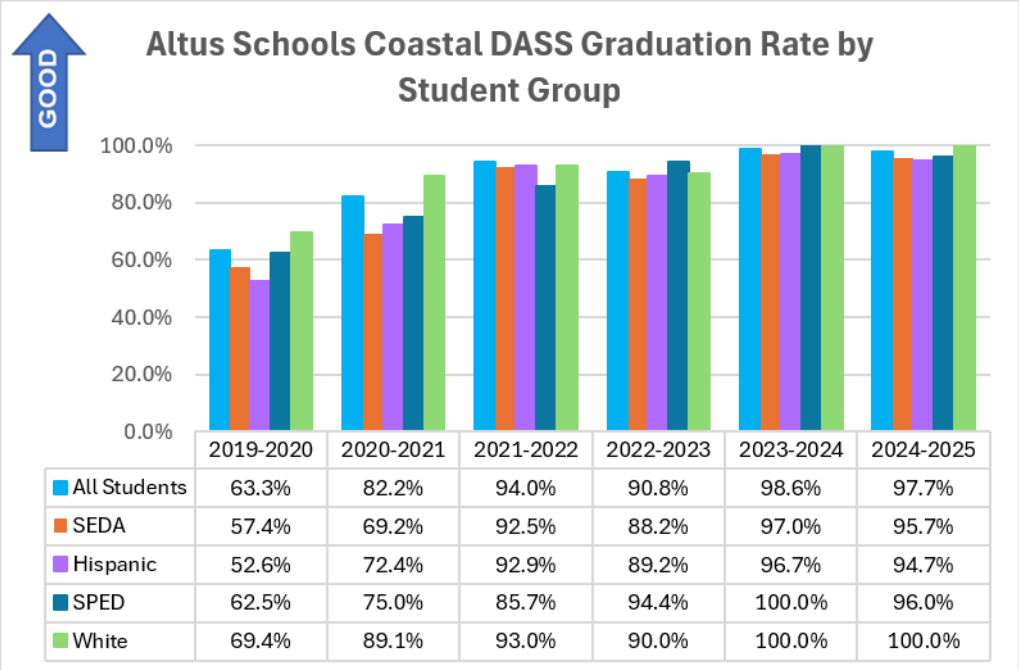
San Diego County DASS ELA DFS Ranking 2025		
Rank (of 38)	**School**	**2025 ELA DFS**
#2	**Altus Schools Coastal**	**11.2**

- In 2025, Altus Schools Coastal ranked #4 out of 40 DASS schools in the County for Math proficiency in CAASPP Math **(See Figure below)**.

San Diego County DASS Math DFS Ranking 2025		
Rank (of 40)	**School**	**2025 Math DFS**
#4	**Altus Schools Coastal**	**-86.2**

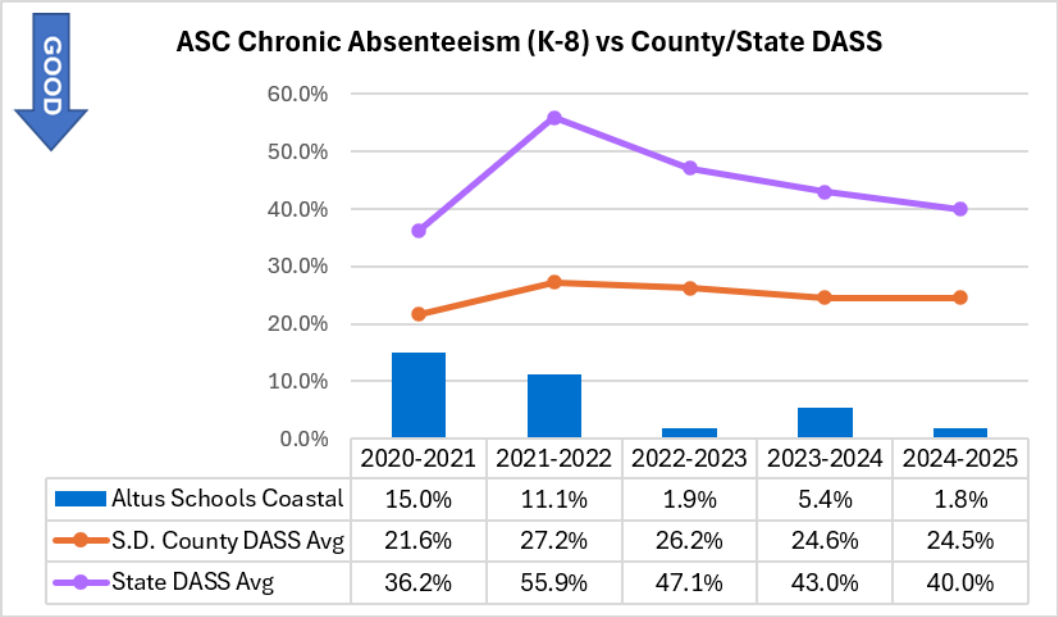
- One of the greatest accomplishments for Altus Schools Coastal over the preceding six years has been raising the DASS Graduation Rate for All Students to 97.7% and all student groups above 94.7%. **(See Figure 22)**.

Figure 22: DASS Graduation Rate



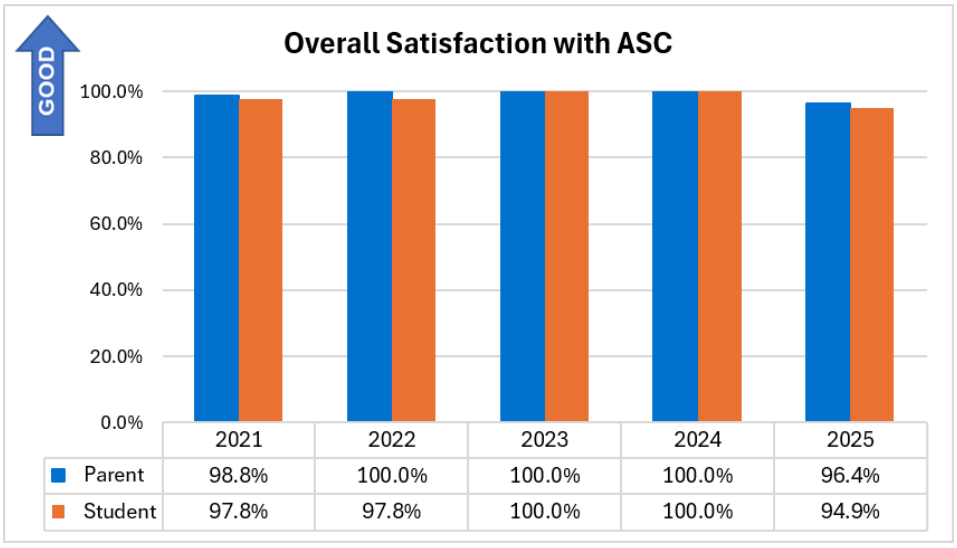
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students	63.3%	82.2%	94.0%	90.8%	98.6%	97.7%
SEDA	57.4%	69.2%	92.5%	88.2%	97.0%	95.7%
Hispanic	52.6%	72.4%	92.9%	89.2%	96.7%	94.7%
SPED	62.5%	75.0%	85.7%	94.4%	100.0%	96.0%
White	69.4%	89.1%	93.0%	90.0%	100.0%	100.0%

- As a DASS school, Altus Schools Coastal has maintained a low One-Year Dropout Rate below 5.0%. This is an outstanding achievement given that the majority of ASC students who enroll are behind in credits, not on track to graduate within 4 years, 1-2 grade levels behind in English, and 2-3 grade levels behind in math **(Figure 8)**.
- Over the last five years, Altus Schools Coastal has exceeded the 84% participation target rate for All Students every year and in 2021-22, 2022-23, 2023-24, and 2024-25 for All significant student groups **(Figure 9)**.
- Over the last five years, Altus Schools Coastal significantly reduced the Dashboard Chronic Absenteeism Rate for students in grades 6-8. In 2025, ASC's 1.8% Chronic Absenteeism Rate was 22.7% lower than the San Diego County Rate for DASS Schools and 38.2% lower than the DASS rate across California **(See Figure Below)**.



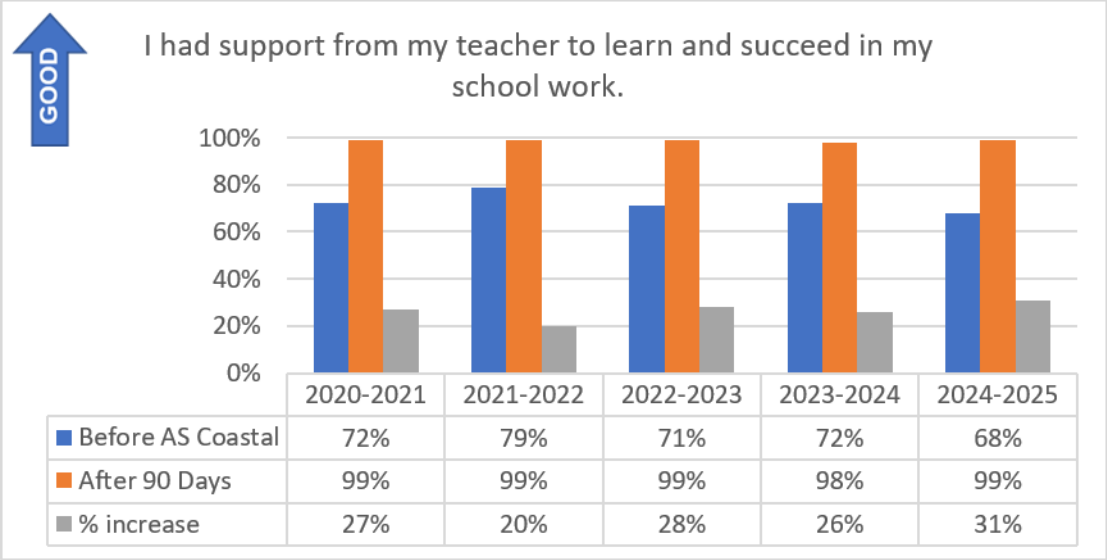
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Altus Schools Coastal	15.0%	11.1%	1.9%	5.4%	1.8%
S.D. County DASS Avg	21.6%	27.2%	26.2%	24.6%	24.5%
State DASS Avg	36.2%	55.9%	47.1%	43.0%	40.0%

- Altus Schools Coastal continues to provide a safe and supportive learning environment for all the students it serves. ASC's educational setting allows students to focus on academics and learn positive behaviors as reflected by ASC's near 0% suspension and 0.0% expulsion rates over the last five years **(Figures 10-11)**.
- Over the last five years, Altus Schools Coastal students expressed double-digit increases in self-confidence after just 90 days of enrollment versus how they felt prior to enrolling. **(Figure 13-13.1)**.
- Altus Schools Coastal annually surveys its parents and students as one of many ways to gather feedback on their experience at ASC. Overwhelmingly, ASC students and parents continue to indicate their satisfaction with Altus Schools Coastal **(See Figure Below)**.

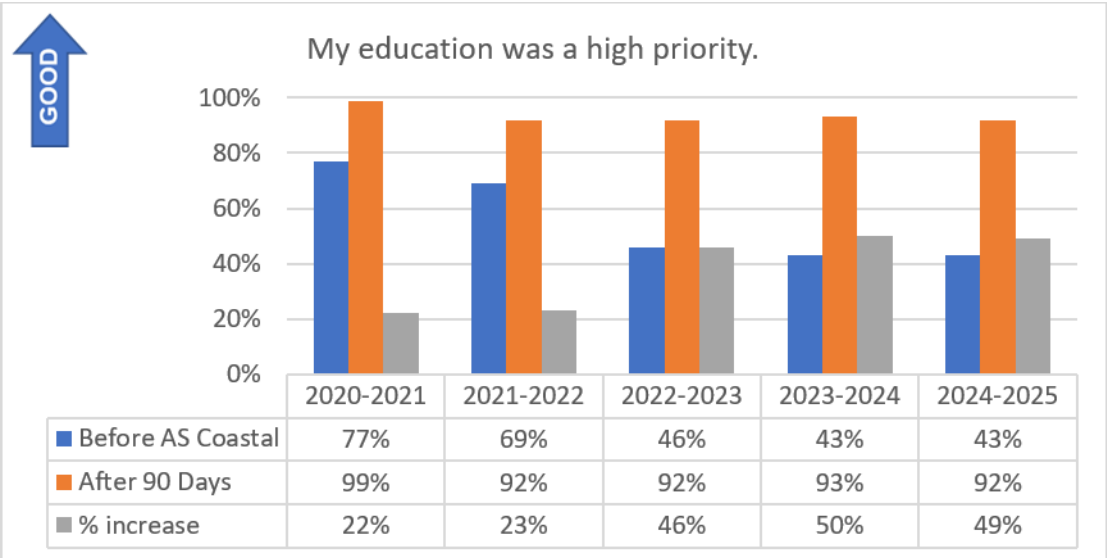


	2021	2022	2023	2024	2025
Parent	98.8%	100.0%	100.0%	100.0%	96.4%
Student	97.8%	97.8%	100.0%	100.0%	94.9%

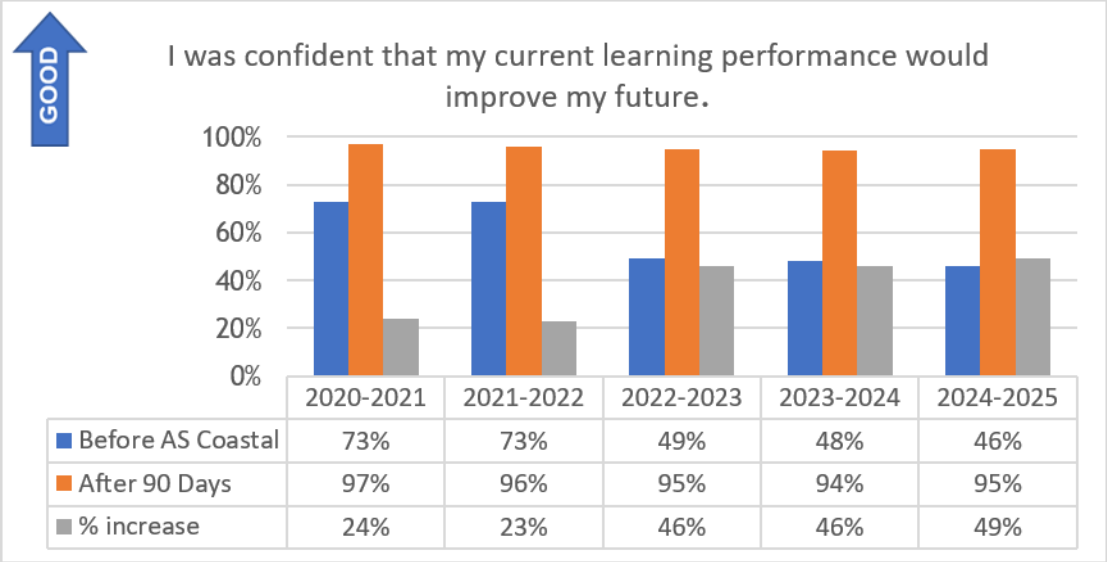
- Increases in student confidence, as shown in the charts below, apply to their ability and skills to succeed, receiving support from their teacher, prioritizing their education and outlook that their education at Altus Schools Coastal improves their future **(See Figures Below)**.



	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Before AS Coastal	72%	79%	71%	72%	68%
After 90 Days	99%	99%	99%	98%	99%
% increase	27%	20%	28%	26%	31%



	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Before AS Coastal	77%	69%	46%	43%	43%
After 90 Days	99%	92%	92%	93%	92%
% increase	22%	23%	46%	50%	49%



	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Before AS Coastal	73%	73%	49%	48%	46%
After 90 Days	97%	96%	95%	94%	95%
% increase	24%	23%	46%	46%	49%

- In 2025, Altus Schools Coastal's Dashboard result for the English Learner Progress Indicator was 19.5% higher than the county DASS average and 19.3% higher than the state DASS average. **(Figure 12)**
- Over the past five years, Altus Schools Coastal has maintained stellar Safety Satisfaction rates among students who rated their safety satisfaction at or above 99% **(Figure 14)**
- Over the past five years, Altus Schools Coastal has maintained stellar Safety Satisfaction rates among parents who rated their safety satisfaction at or above 98% **(Figure 15)**
- On April 28, 2026, Altus Schools Coastal received a 6-year "Clear" Western Association of Schools and Colleges ("WASC") term. This is the highest term granted by WASC **(Appendix L)**.
- Altus Schools Coastal has a fully approved set of University of California ("UC") A-G courses. UC has approved several new and revised Altus Schools Coastal courses during the current charter term **(Appendix M)**.
- Altus Schools Coastal has 12 fully developed CTE Career Pathways which include the following:
    - Design, Visual and Media Arts
    - Business Management
    - Environmental Resources
    - Hospitality, Tourism and Recreation
    - Software and Systems Development
    - Patient Care
    - Public Safety
    - Child Development
    - Animal Science
    - Teacher Education

    - Retail Sales and Marketing
    - Aviation Operations
- Altus Schools Coastal currently has 11 courses articulated for college credit:
    - Entrepreneurship 1, 2
    - Child Development 1, 2
    - Design Careers 1, 2
    - Environmental Sustainability 1, 2
    - Hospitality Management 1, 2
    - Information and Communication Technology 1, 2
    - Health Science Concepts 1, 2
    - Teacher Education 1, 2
    - Retail Sales and Marketing 1, 2
    - Veterinary Science 1, 2
    - Photography 1, 2
- The National Collegiate Athletic Association ("NCAA") has maintained approval for courses during the current charter term **(Appendix N)**.
- Altus Schools Coastal has implemented 9 AP Courses **(Appendix O)**, and the following Advanced Placement ("AP") courses are open to all students:
    - AP World History 1, 2
    - AP US History 1, 2
    - AP Human Geography 1, 2
    - AP Psychology 1, 2
    - AP Environmental Science 1, 2
    - AP Calculus AB 1, 2
    - AP Literature & Composition 1, 2
    - AP Language & Composition 1, 2
    - AP United States Government and Politics 1, 2
- Altus Schools Coastal has implemented the AVID program both as an AVID Elective and AVID Schoolwide Program.
- Altus Schools Coastal offers 100% employer-paid California Commission on Teacher Credentialing (CTC) approved Teacher Induction for new teachers who need to clear their preliminary credential.
- California Cadet Corps approved Altus Schools 7th Brigade. Altus Schools are the only public or private school that is not a military academy to have its own brigade in California.
- Altus Schools Coastal has achieved student success without sacrificing fiscal responsibility. Resources and processes are utilized in ways that directly support teaching and learning. ASC was granted 100 percent state funding by the State Board of Education for 4 years for exceeding the criteria prescribed by the SB 740 Funding Determination. Four years is the

greatest number of years granted for any non-classroom-based charter school **(Appendix W)**.

- Altus Schools Coastal's LCAP was developed and unanimously approved by its Board of Directors for each year of the previous charter term. ASC consistently meets the Charter School's targets that are aligned to the 8 State LCFF priorities **(Appendix D)**.

ALTUS SCHOOLS COASTAL JUSTIFICATION FOR RENEWAL AS A DASHBOARD ALTERNATIVE SCHOOL STATUS CHARTER SCHOOL

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

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

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

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

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria—Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term — Education Code Section 47607.2(a).

- Middle Performing – Renewal unless closure is in the best interest of students, evaluated using the Dashboard and Education Code Section 47607.2(b).
- DASS – Presumptive renewal with consideration of performance on the Dashboard and applicable alternative metrics, with nonrenewal only in the event that the chartering authority finds that closure is in the best interest of students – Education Code Section 47607(c)(7).

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

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

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only
- Academic: grades three through eight and grade eleven – English language arts/literacy and Mathematics

Altus Schools Coastal Dashboard State and Local Indicators (2024 and 2025)

The following charts reflect the Charter School's 2024 and 2025 Dashboard performance indicators.

The Charter School's Dashboard State Indicators – 2024

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

The Charter School's Dashboard State Indicators – 2025

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

The Charter School's Dashboard Local Indicators –2024

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

The Charter School's Dashboard Local Indicators –2025

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

Dashboard Alternative Status School Renewal Criteria

ASC has been approved for the Dashboard Alternative School Status program and shall comply with all applicable requirements under the state accountability system, including the California School Dashboard. ASC has been a DASS Active School for the 2019, 2020, 2021, 2022, 2023, 2024, and

2025 Dashboards. ASC is currently listed as a DASS Active School by the California Department of Education **(Appendix J).**

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

> *In determining whether to grant a charter renewal for such a charter school, the chartering authority shall consider, in addition to the charter school's performance on the state and local indicators included in the evaluation rubrics adopted pursuant to subdivision (c) of Section 52064.5, the charter school's performance on alternative metrics applicable to the charter school based on the pupil population served. The chartering authority shall meet with the charter school during the first year of the charter school's term to mutually agree to discuss alternative metrics to be considered pursuant to this paragraph and shall notify the charter school of the alternative metrics to be used.*
>
> *The chartering authority may deny a charter renewal pursuant to this paragraph only upon making written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of pupils.*

ASC's greatest achievements are reflected in the outcomes of its students. As detailed in the "DASS Charter School Renewal MOU Criteria" section below, ASC has demonstrated consistent success in pupil academic achievement across state and local indicators over the previous charter term, including both Dashboard indicators and mutually developed alternative metrics designed to reflect the unique needs of the students ASC serves.

Based on these agreed-upon metrics, ASC has demonstrated that it is a high-performing DASS school relative to comparable DASS schools within San Diego County and the communities it serves. Specifically, ASC exceeds both the county DASS average and the state DASS average on each MOU indicator. These results reflect ASC's core commitment: every metric, every indicator, and every data point ultimately represents a student who has been served, re-engaged, or moved closer to graduation.

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

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

CAASPP Dashboard Academic Indicator ELA DFS--All Students					
School	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**
Altus Schools Coastal	**COVID**	**16.3**	**-9.5**	**-24.1**	**11.2**
Carlsbad Village Academy	COVID	-123.3	-11.5	*	*
Surfside High (Continuation)	COVID	-157.4	-137.7	-135.2	-177.7
Major General Raymond Murray High	COVID	-163.3	-174.5	-154.8	-136.4
Pacific View Charter	COVID	-42.3	-52.6	-38.4	-29.8
SIA Tech	COVID	-119.4	-270.3	-178.8	-125
S.D. County DASS Schools	**COVID**	**-109.8**	**-135.9**	**-123.4**	**-99.9**
CA Statewide DASS Schools	**COVID**	**-115.7**	**-118.2**	**-112.6**	**-104.6**

(Please note that there was no Dashboard and no Dashboard Indicators in 2020-2021 due to COVID)
*= Fewer than 11 students
Source: California Dashboard Data Files (2025); https://caaspp-elpac.ets.org/caaspp/

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

ASC received an 11.2 DFS for all students on the 2025 Dashboard Academic Indicator in ELA. ASC's DFS on CAASPP ELA far exceeded the County and State DASS averages each year throughout the Charter term. ASC's 2025 ELA DFS result on the Dashboard was over 110 pts higher than the San Diego County DASS average and over 115 pts higher than the DASS state average **(Figure 1)**. **This result significantly outperforms the other comparable DASS schools in the Coastal community, such as Carlsbad Village Academy, Surfside High, Major General Raymond Murray High, Pacific View Charter, and SIA Tech.**

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

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

CAASPP Dashboard Academic Indicator Math DFS--All Students					
School	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**
Altus Schools Coastal	**COVID**	**-95.8**	**-85.6**	**-93.9**	**-86.2**
Carlsbad Village Academy	COVID	-233.5	-89.9	*	*
Surfside High (Continuation)	COVID	-249.1	-222.5	-192.2	-242.9
Major General Raymond Murray High	COVID	-229.2	-253.5	-233.7	-236.8
Pacific View Charter	COVID	-130.1	-133.2	-115.4	-105
SIA Tech	COVID	-217.2	-304.8	-247.3	-214.1
S.D. County DASS Schools	**COVID**	**-172.4**	**-203.3**	**-193.0**	**-176.1**
CA Statewide DASS Schools	**COVID**	**-164.6**	**-192.8**	**-183.1**	**-175.2**

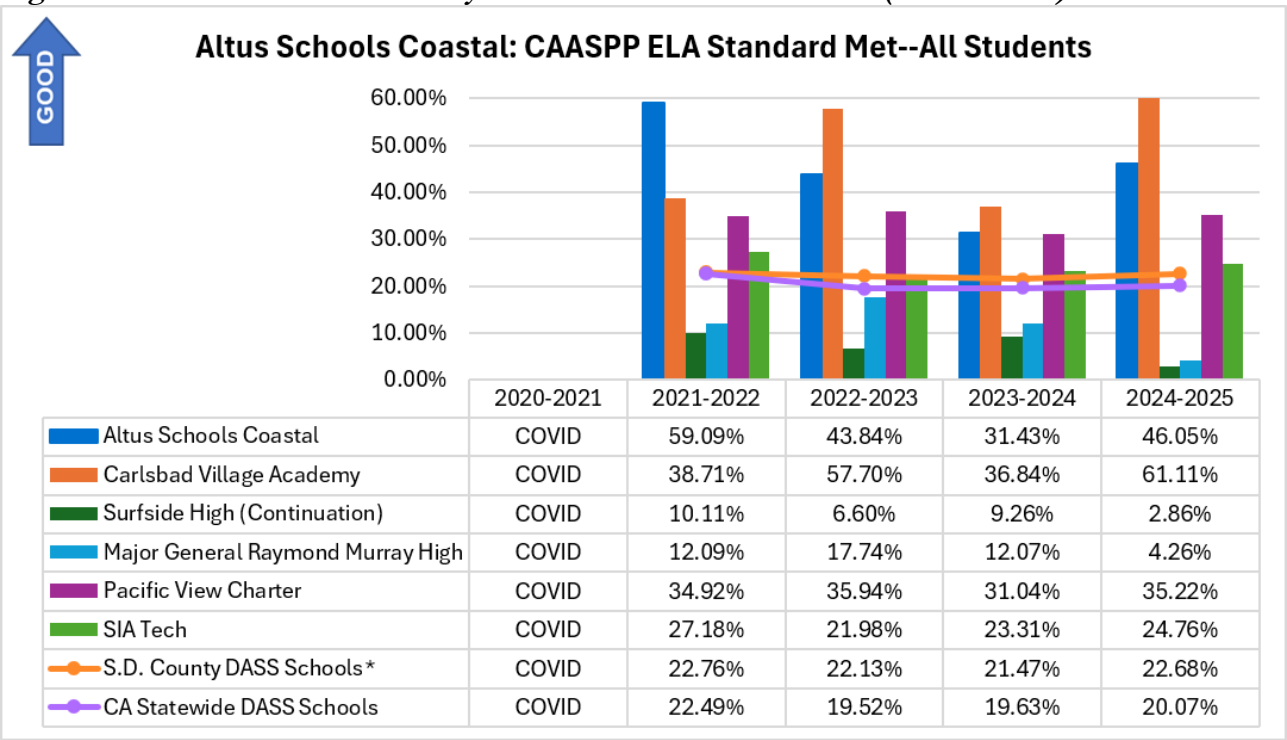
(Please note that there was no Dashboard and no Dashboard Indicators in 2020-2021 due to COVID)
*= Fewer than 11 students
Source: California Dashboard Data Files (2025); https://caaspp-elpac.ets.org/caaspp/

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

ASC received a -86.2 DFS for all students on the 2025 Dashboard Academic Indicator in Mathematics. ASC's DFS on CAASPP Mathematics far exceeded the County and State DASS averages each year throughout the Charter term. ASC's 2025 Math DFS result on the Dashboard was almost 90 pts higher than the San Diego County DASS average and almost 90 pts higher than the DASS state average **(Figure 2)**. **This result significantly outperforms the other comparable DASS schools in the Coastal community, such as Carlsbad Village Academy, Surfside High, Major General Raymond Murray High, Pacific View Charter, and SIA Tech.**

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

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



	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Altus Schools Coastal	COVID	59.09%	43.84%	31.43%	46.05%
Carlsbad Village Academy	COVID	38.71%	57.70%	36.84%	61.11%
Surfside High (Continuation)	COVID	10.11%	6.60%	9.26%	2.86%
Major General Raymond Murray High	COVID	12.09%	17.74%	12.07%	4.26%
Pacific View Charter	COVID	34.92%	35.94%	31.04%	35.22%
SIA Tech	COVID	27.18%	21.98%	23.31%	24.76%
S.D. County DASS Schools*	COVID	22.76%	22.13%	21.47%	22.68%
CA Statewide DASS Schools	COVID	22.49%	19.52%	19.63%	20.07%

(Please note that there were no CAASPP Results in 2020-2021 due to COVID)
Source: CDE CAASPP Results (2024-2025); https://caaspp-elpac.cde.ca.gov/caaspp/

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

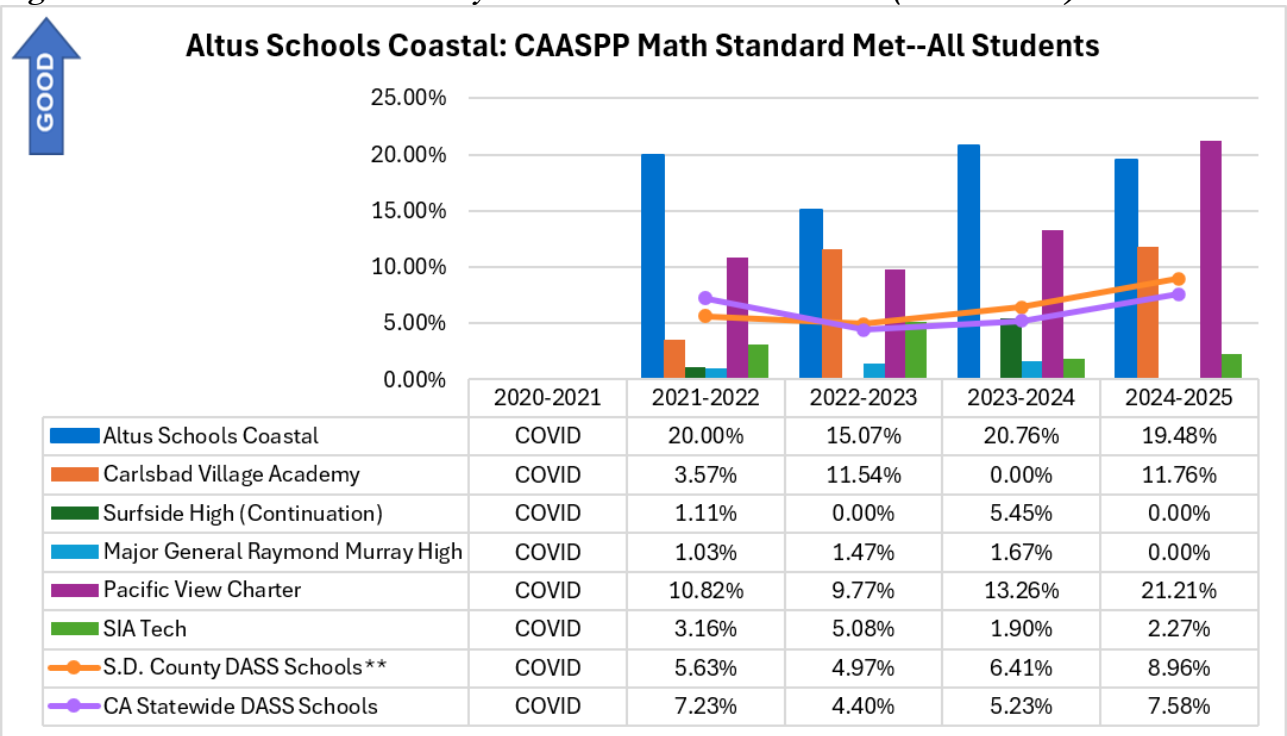
The target identified in Altus Schools Coastal's DASS Renewal MOU addressing results on the CAASPP SBA ELA assessments proficiency results in English Language Arts (ELA) is for students enrolled as of the first day of the school CAASPP window to either exceed the county DASS schools' Average proficiency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

In 2025, San Diego County DASS schools' average proficiency rate for ELA was 22.68% and statewide the rate was 20.07%. ASC's ELA Proficiency rate in 2025 was 46.05%, significantly outperforming both the County and Statewide DASS results.

In addition to ASC outperforming both the San Diego County and statewide DASS averages in ELA proficiency, ASC also outperformed the majority other comparable DASS schools in the Coastal community and across San Diego County each year, (**Figure 3**).

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

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



	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Altus Schools Coastal	COVID	20.00%	15.07%	20.76%	19.48%
Carlsbad Village Academy	COVID	3.57%	11.54%	0.00%	11.76%
Surfside High (Continuation)	COVID	1.11%	0.00%	5.45%	0.00%
Major General Raymond Murray High	COVID	1.03%	1.47%	1.67%	0.00%
Pacific View Charter	COVID	10.82%	9.77%	13.26%	21.21%
SIA Tech	COVID	3.16%	5.08%	1.90%	2.27%
S.D. County DASS Schools**	COVID	5.63%	4.97%	6.41%	8.96%
CA Statewide DASS Schools	COVID	7.23%	4.40%	5.23%	7.58%

(Please note that there were no CAASPP Results in 2020-2021 due to COVID)
Source: CDE CAASPP Results (2024-2025); https://caaspp-elpac.cde.ca.gov/caaspp/

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

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

In 2025, San Diego County DASS schools' average proficiency rate for Mathematics was 8.96% and statewide the rate was 7.58%. ASC's Math Proficiency rate in 2025 was 19.48%, significantly outperforming both the County and Statewide DASS results.

In addition to ASC outperforming both the San Diego County and statewide DASS averages in Math proficiency, ASC also outperformed the majority other comparable DASS schools in the Coastal community and across San Diego County each year, (Figure 4).

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

Figure 5: Dashboard Local Indicators

Local Indicator	2021 Result	2022 Result	2023 Result	2024 Result	2025 Result
Basics: Teachers, Instructional Materials, Facilities	*Reported to CDE (No Dashboard)*	Standard Met	Standard Met	Standard Met	Standard Met
Implementation of Academic Standards	*Reported to CDE (No Dashboard)*	Standard Met	Standard Met	Standard Met	Standard Met
Parent and Family Engagement	*Reported to CDE (No Dashboard)*	Standard Met	Standard Met	Standard Met	Standard Met
Local Climate Survey	*Reported to CDE (No Dashboard)*	Standard Met	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study	*Reported to CDE (No Dashboard)*	Standard Met	Standard Met	Standard Met	Standard Met

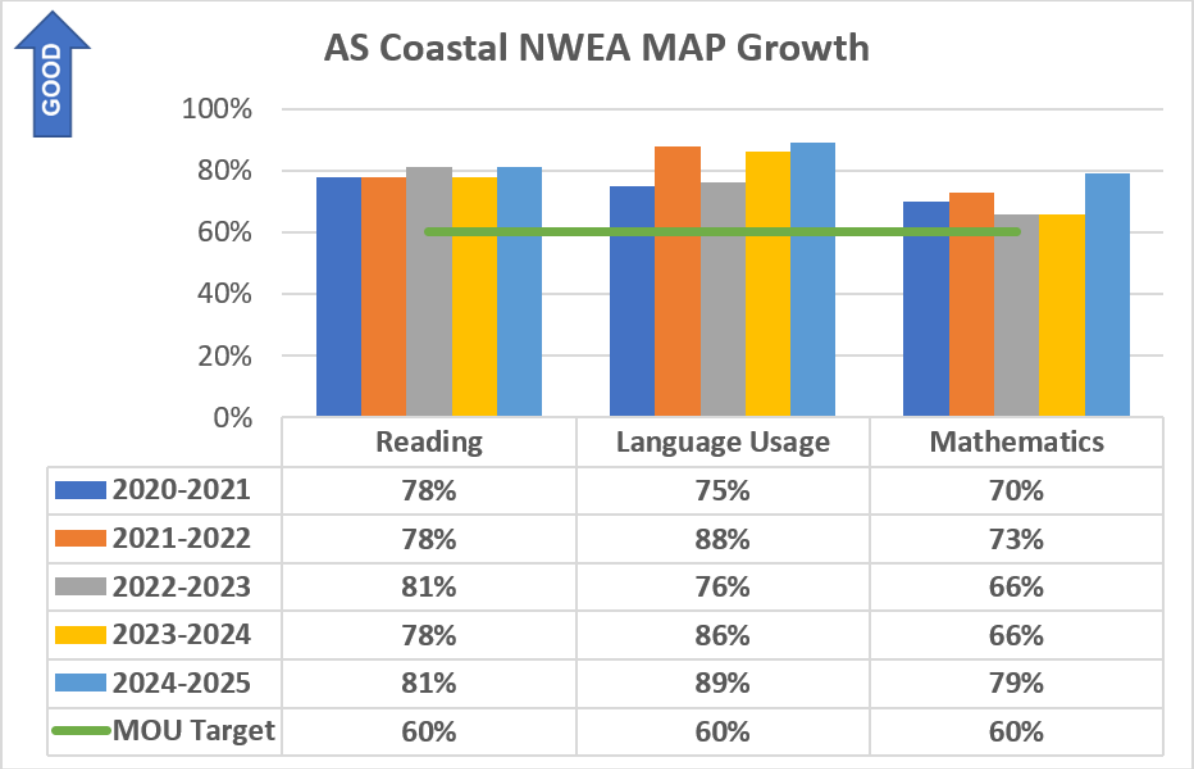
Source: https://www.caschooldashboard.org/

Included in Altus Schools Coastal's DASS Charter School Renewal Criteria is to Meet all Local Indicators on the Dashboard as reflected by receiving Standard Met. *In 2021, LEAs reported Local Indicators to the CDE but no Standard Met/Not Met were released.* As demonstrated above **(Figure 5)**, ASC received Standard Met for all local indicators in 2022, 2023, 2024, and 2025.

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

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

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

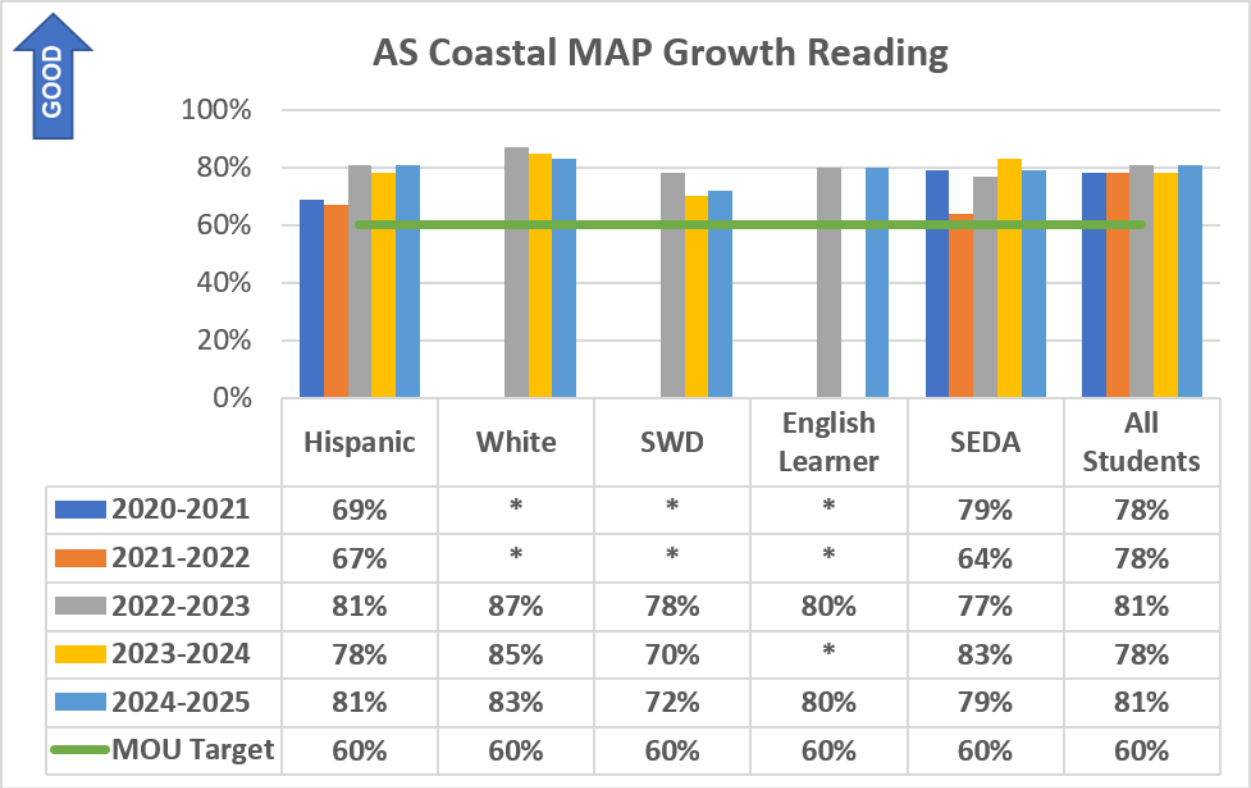


	Reading	Language Usage	Mathematics
2020-2021	78%	75%	70%
2021-2022	78%	88%	73%
2022-2023	81%	76%	66%
2023-2024	78%	86%	66%
2024-2025	81%	89%	79%
MOU Target	60%	60%	60%

Source: NWEA MAP Growth Reports (2020-2025)

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

Figure 6.1: NWEA MAP Growth (Reading)

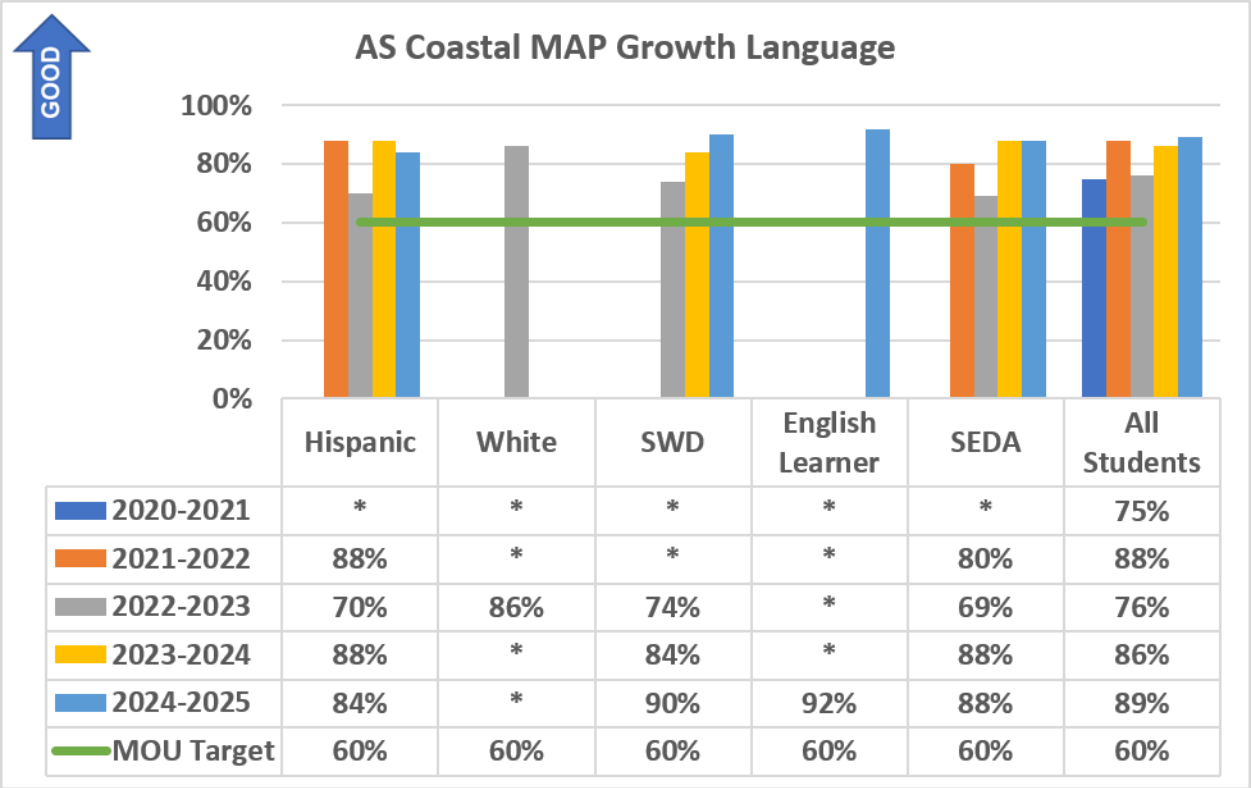


	Hispanic	White	SWD	English Learner	SEDA	All Students
2020-2021	69%	*	*	*	79%	78%
2021-2022	67%	*	*	*	64%	78%
2022-2023	81%	87%	78%	80%	77%	81%
2023-2024	78%	85%	70%	*	83%	78%
2024-2025	81%	83%	72%	80%	79%	81%
MOU Target	60%	60%	60%	60%	60%	60%

Source: NWEA MAP Growth Reports (2020-2025)
** = Fewer than 11 students*

MAP Growth results are also disaggregated by student group and results utilized to apply differentiated strategies for significant student populations at ASC. Overall, from 2020-2021 through 2024-2025, 18 out of 18 (100%) of significant student groups over the past five years met or exceeded the 60% growth target in Reading annually including Hispanic, White, Students with Disabilities, English Learners and Socioeconomically Disadvantaged student groups **(Figure 6.1)**.

Figure 6.2: NWEA MAP Growth (Language Usage)

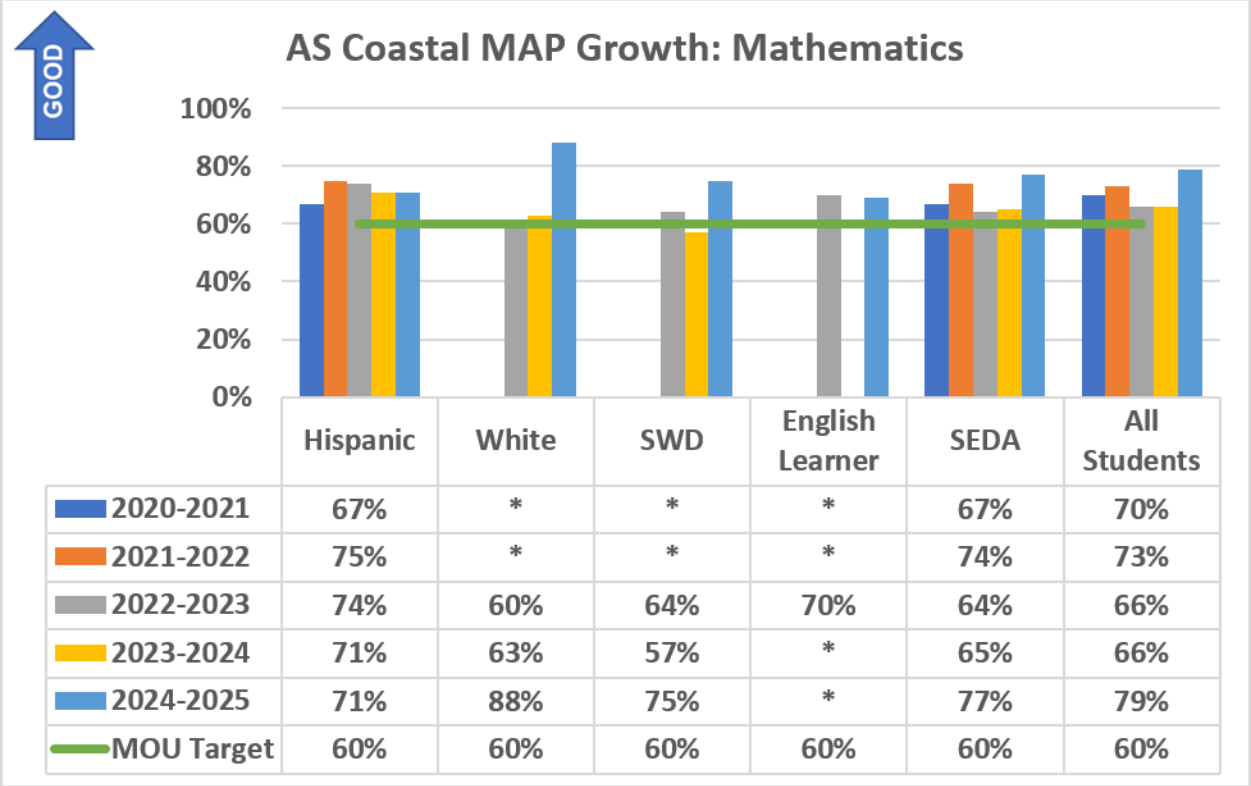


	Hispanic	White	SWD	English Learner	SEDA	All Students
2020-2021	*	*	*	*	*	75%
2021-2022	88%	*	*	*	80%	88%
2022-2023	70%	86%	74%	*	69%	76%
2023-2024	88%	*	84%	*	88%	86%
2024-2025	84%	*	90%	92%	88%	89%
MOU Target	60%	60%	60%	60%	60%	60%

Source: NWEA MAP Growth Reports (2020-2025)
**= Fewer than 11 students*

Over the past five years, 13 of 13 (100%) of all significant student groups at ASC met or exceeded the 60% DASS Renewal MOU growth target in Language including Hispanic, White, Students with Disabilities, English Learners and Socioeconomically Disadvantaged student groups **(Figure 6.2)**.

Figure 6.3: NWEA MAP Growth (Mathematics)



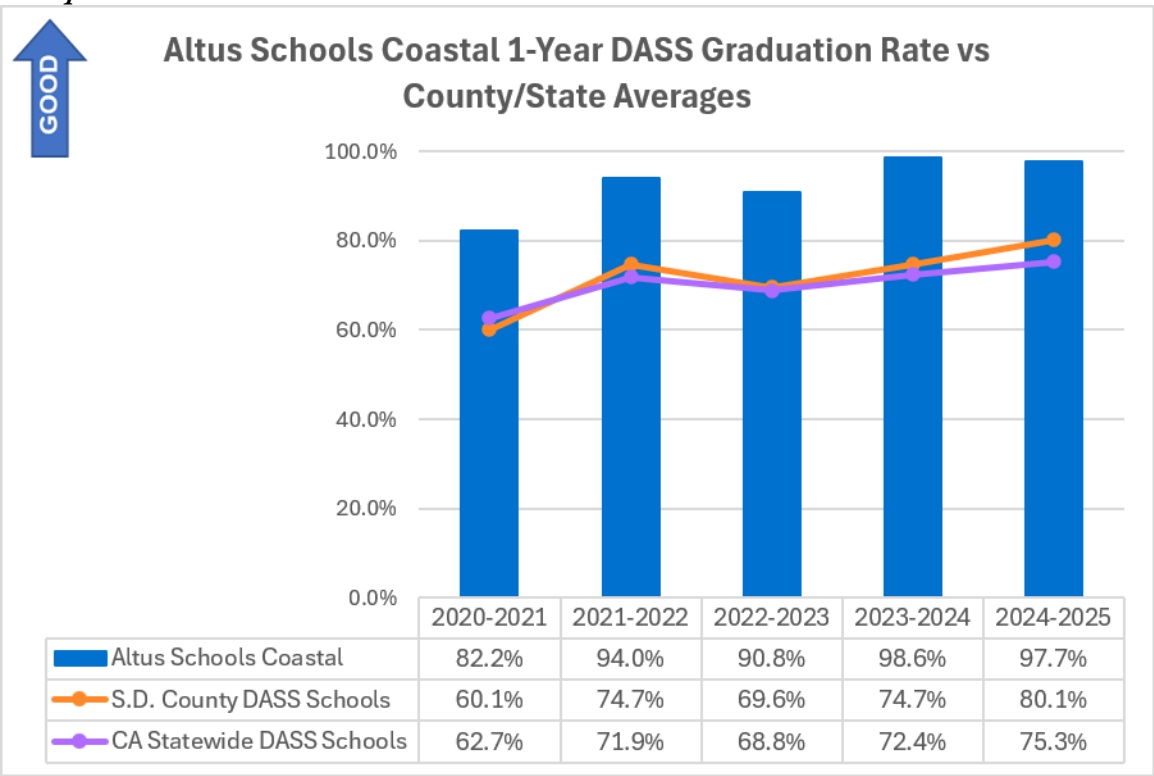
	Hispanic	White	SWD	English Learner	SEDA	All Students
2020-2021	67%	*	*	*	67%	70%
2021-2022	75%	*	*	*	74%	73%
2022-2023	74%	60%	64%	70%	64%	66%
2023-2024	71%	63%	57%	*	65%	66%
2024-2025	71%	88%	75%	*	77%	79%
MOU Target	60%	60%	60%	60%	60%	60%

Source: NWEA MAP Growth Reports (2020-2025)
**= Fewer than 11 students*

Over the past five years, 16/17 (94%) of significant student groups at ASC have met or exceeded the 60% growth target in Mathematics. From 2020-2021 through 2024-2025 Hispanic, White, English Learner and Socioeconomically Disadvantaged student groups all Met or Exceeded the 60% DASS Renewal MOU growth target in Mathematics each year. Students with Disabilities met the growth target in 2 of 3 years. In 2024-25, ALL significant student groups met the Mathematics NWEA growth target **(Figure 6.3)**.

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

Figure 7: DASS 1-Year Graduation Rate –County/State DASS Schools Averages Comparison



	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Altus Schools Coastal	82.2%	94.0%	90.8%	98.6%	97.7%
S.D. County DASS Schools	60.1%	74.7%	69.6%	74.7%	80.1%
CA Statewide DASS Schools	62.7%	71.9%	68.8%	72.4%	75.3%

Source: California Dashboard Data Files (2021-2025); https://www.cde.ca.gov/ta/ac/cm/graddatafiles.asp

The DASS 1-Year Graduation Rate is one of the DASS Schools Renewal MOU Criteria for Altus Schools Coastal. The Charter school may meet this in one of two ways: Exceed the county DASS schools' Average *(excluding Altus Schools)* or exceed the state DASS schools' average. For the past five consecutive years 2020-21 through 2024-25, ASC has significantly exceeded both the county and state DASS averages every year on the DASS 1-Year Graduation rate **(Figure 7). In 2024-2025, the most recent year available, based on the CDE DASS 1-Year Grad Rate Data file, ASC exceeded the county DASS average by over 17%, and the 2024-2025 state DASS average by over 22%.**

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

Figure 8: One-Year Dropout Rate

Altus Schools Coastal One-Year Dropout Rate					
	2020-2021	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**
All Students	2.7%	0.6%	1.6%	2.5%	3.0%
Target	**5.0%**	**5.0%**	**5.0%**	**5.0%**	**5.0%**

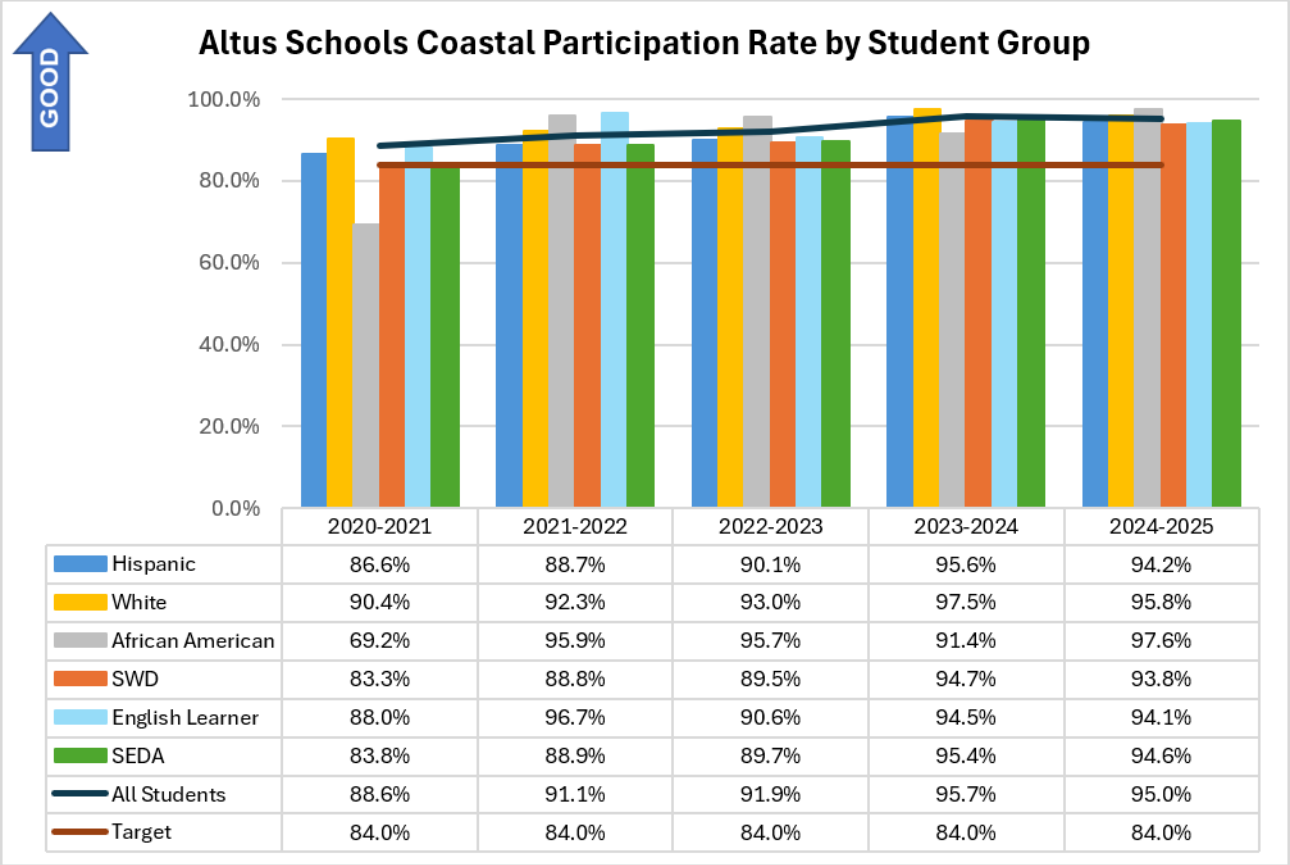
Source: CDE DataQuest and CALPADS Fall 1 Data – Dropouts (2024-2025)

Altus Schools Coastal enrolls a significant number of students who are not on track to complete graduation requirements within the confines of four-years of High School. Despite 64% of ASC's students enrolling credit deficient *(one or more semesters behind)* and an average of one-to-three grade levels behind in reading and math, the Charter School has maintained a One-Year Dropout Rate below 5% each of the last five years **(Figure 8).**

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

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

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



	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Hispanic	86.6%	88.7%	90.1%	95.6%	94.2%
White	90.4%	92.3%	93.0%	97.5%	95.8%
African American	69.2%	95.9%	95.7%	91.4%	97.6%
SWD	83.3%	88.8%	89.5%	94.7%	93.8%
English Learner	88.0%	96.7%	90.6%	94.5%	94.1%
SEDA	83.8%	88.9%	89.7%	95.4%	94.6%
All Students	88.6%	91.1%	91.9%	95.7%	95.0%
Target	84.0%	84.0%	84.0%	84.0%	84.0%

Source: School Pathways Student Information System (2020-2025)

Altus Schools Coastal measures Participation Rates for students as an evaluation of student engagement and progress. ASC's target for participation as part of its DASS Renewal MOU Criteria is 84% schoolwide and for significant student groups. Over the last five years, ASC has exceeded the 84% participation target rate for All Students every year and for the majority (28 of 30, 93%) of student groups **(Figure 9)**. **In the four most recent years, (2021-22, 2022-23, 2023-24 and 2024-25), the Renewal MOU participation rate was exceeded by ALL student groups.**

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

Figure 10: ASC Suspension Rates

Altus Schools Coastal: Suspension Data					
Year	**Suspension Rate**	**San Diego County DASS Rate**	**State DASS Rate**	**MOU Target**	**Target Met**
2020-2021	0.0%	0.3%	0.4%	< 1.5%	**Yes**
2021-2022	0.0%	2.4%	2.9%	< 1.5%	**Yes**
2022-2023	0.0%	2.6%	3.9%	< 1.5%	**Yes**
2023-2024	0.1%	1.9%	3.3%	< 1.5%	**Yes**
2024-2025	0.0%	1.9%	3.2%	< 1.5%	**Yes**

Source: California School Dashboard (2025); https://www.caschooldashboard.org/ and CDE DataQuest (2025)

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

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

Figure 11: ASC Expulsion Rates

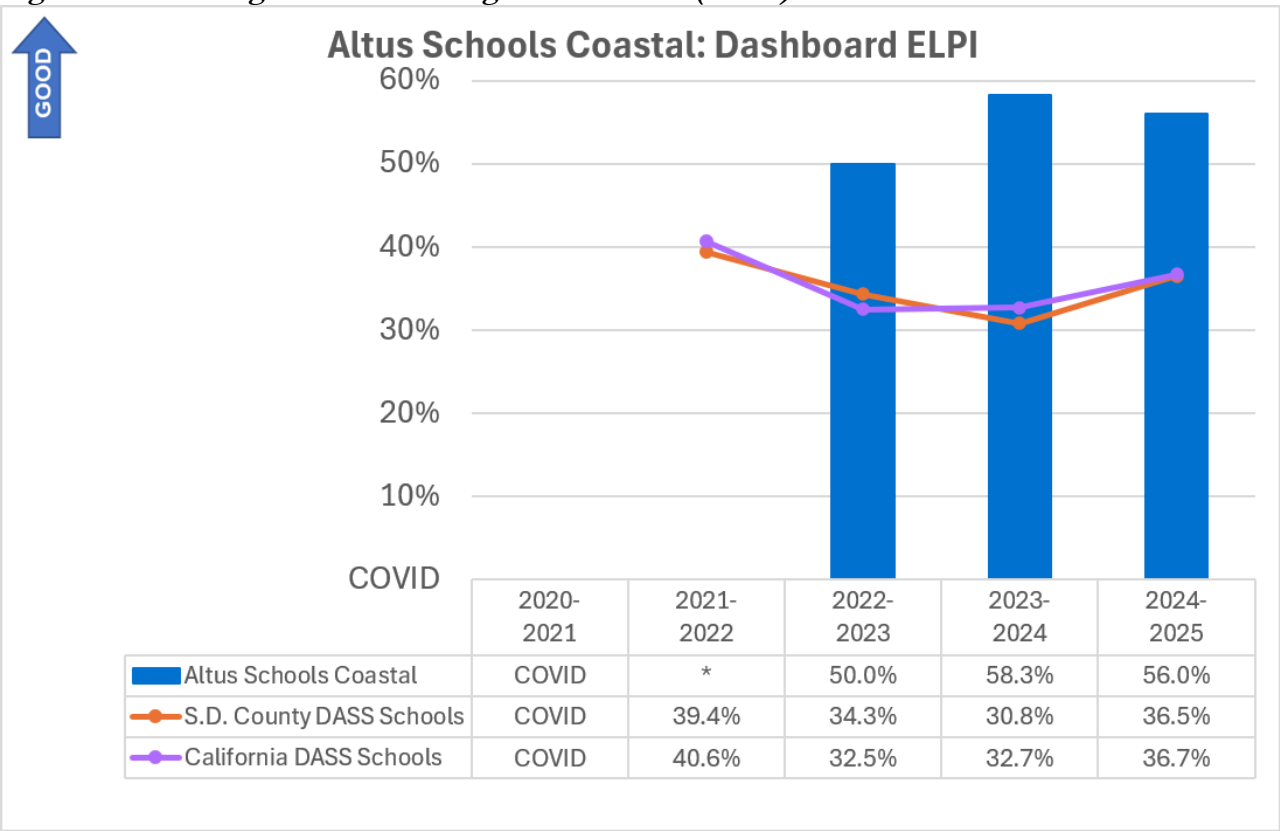
Altus Schools Coastal: Expulsion Data					
Year	**Expulsion Rate**	**San Diego County DASS Rate**	**DASS State**	**MOU Target**	**Target Met**
2020-2021	0.0%	0.0%	0.0%	< 1.0%	**Yes**
2021-2022	0.0%	0.0%	0.1%	< 1.0%	**Yes**
2022-2023	0.0%	0.0%	0.1%	< 1.0%	**Yes**
2023-2024	0.0%	0.0%	0.1%	< 1.0%	**Yes**
2024-2025	0.0%	0.0%	0.1%	< 1.0%	**Yes**

Source: California School Dashboard (2025); https://www.caschooldashboard.org/ and CDE DataQuest (2025)

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

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

Figure 12: ASC English Learner Progress Indicator (ELPI)



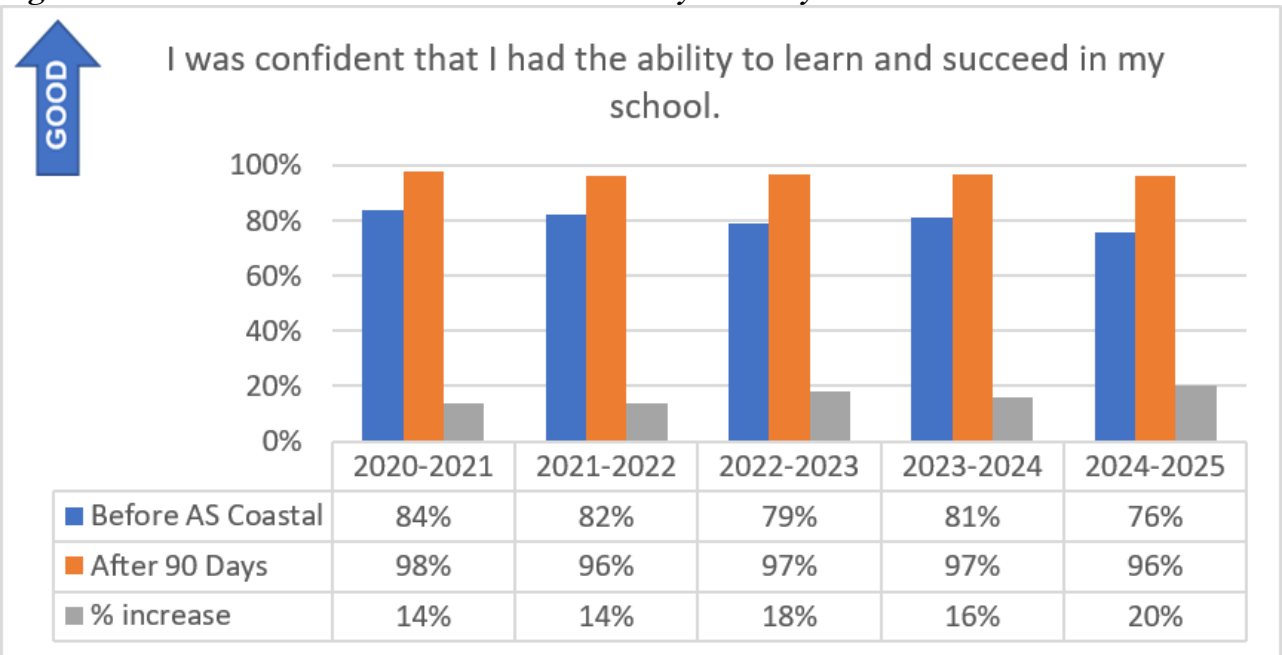
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Altus Schools Coastal	COVID	*	50.0%	58.3%	56.0%
S.D. County DASS Schools	COVID	39.4%	34.3%	30.8%	36.5%
California DASS Schools	COVID	40.6%	32.5%	32.7%	36.7%

Source: California School Dashboard https://www.cde.ca.gov/ta/ac/cm/elpidatafiles.asp
** = Fewer than 11 students*

The English Learner Progress Indicator (ELPI) debuted on the 2019 California Dashboard. Due to COVID, there are no ELPI results for 2021-2022. The ELPI is calculated based on a student's performance on the English Language Proficiency Assessments for California ("ELPAC"). In the DASS Renewal MOU Criteria, the charter school may meet the ELPI target by either exceeding the San Diego County DASS Schools average *(excluding Altus Schools)* or the state DASS school's average. **ASC has significantly exceeded the ELPI MOU target each year (Figure 12).**

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

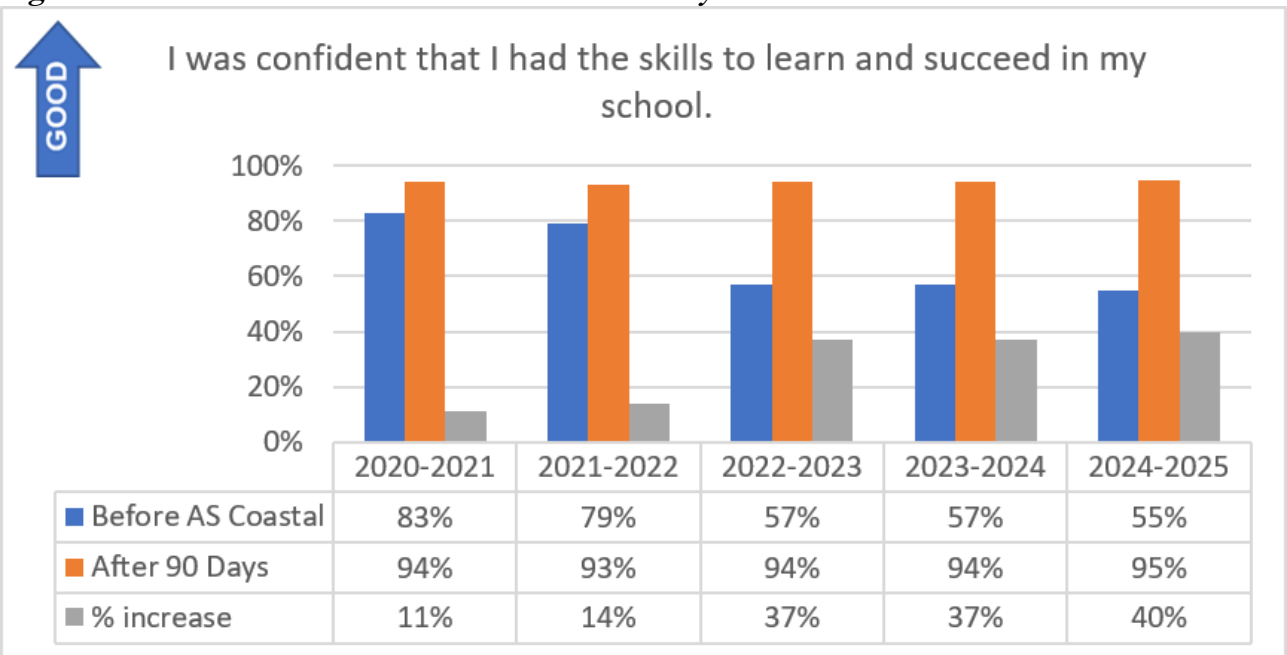
Figure 13: Altus Schools Coastal Confidence Survey – Ability to Learn and Succeed



	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Before AS Coastal	84%	82%	79%	81%	76%
After 90 Days	98%	96%	97%	97%	96%
% increase	14%	14%	18%	16%	20%

Source: Naviance (2020-2025)

Figure 13.1: Altus Schools Coastal Confidence Survey – Skills to Learn and Succeed



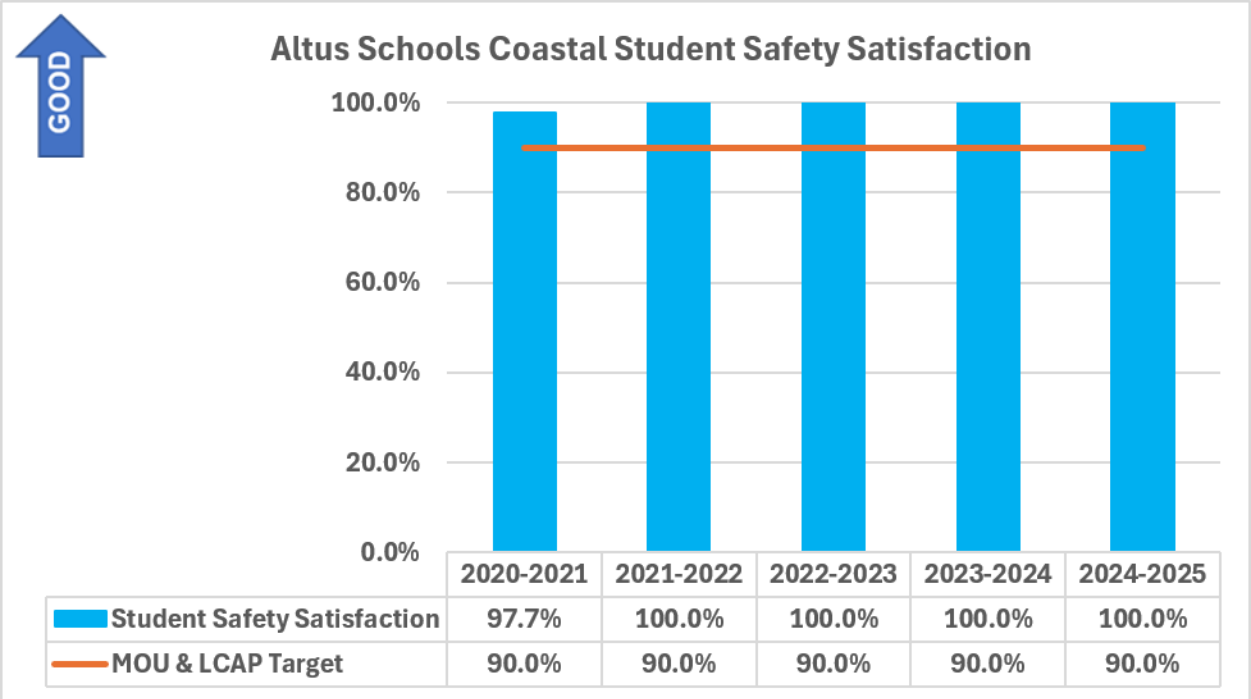
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Before AS Coastal	83%	79%	57%	57%	55%
After 90 Days	94%	93%	94%	94%	95%
% increase	11%	14%	37%	37%	40%

Source: Naviance (2020-2025)

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

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

Figure 14: Student Engagement Survey – Safety Satisfaction

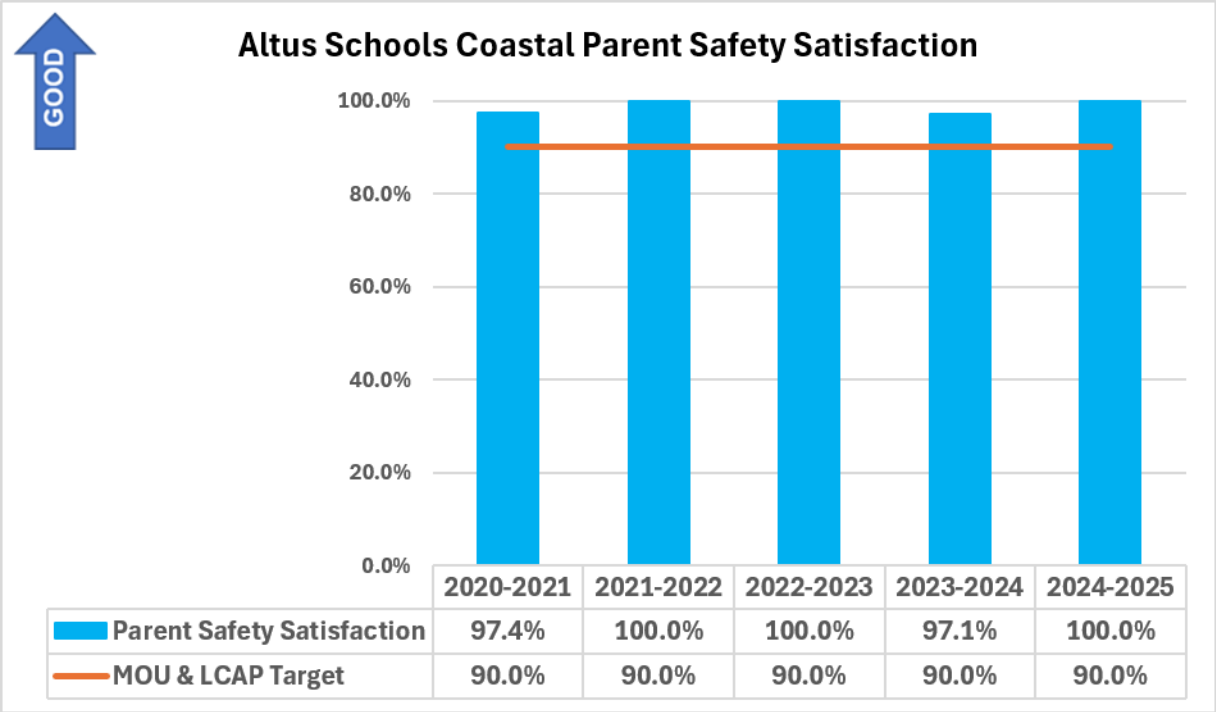


Source: Survey Monkey (2020-2025)

Providing a safe environment and supportive school culture is a key requirement of students at ASC. Student Safety is one of the elements in the DASS Renewal MOU Criteria with the target to maintain a 90% or higher rating on safety satisfaction rating from students. For the past five years, ASC's overall student safety satisfaction results indicate that on average over 99% of enrolled students feel safe and supported at ASC. The Charter School has met the DASS Renewal MOU Criteria target for student safety each year **(Figure 14)**.

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

Figure 15: Parent Engagement Survey – Safety Satisfaction



	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Parent Safety Satisfaction	97.4%	100.0%	100.0%	97.1%	100.0%
MOU & LCAP Target	90.0%	90.0%	90.0%	90.0%	90.0%

Source: Survey Monkey (2020-2025)

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

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

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

Figure 16: Altus Schools Coastal DASS Renewal MOU Criteria Summary

Altus Schools Coastal DASS Renewal MOU Criteria: Target Met Summary						
		20-21	21-22	22-23	23-24	23-25
MOU #1	*CAASPP (SBA) DFS – ELA*	COVID	Target Met	Target Met	Target Met	Target Met
MOU #2	*CAASPP (SBA) DFS – Math*	COVID	Target Met	Target Met	Target Met	Target Met
MOU #3	*CAASPP (SBA) Proficiency – ELA*	COVID	Target Met	Target Met	Target Met	Target Met
MOU #4	*CAASPP (SBA) Proficiency – Math*	COVID	Target Met	Target Met	Target Met	Target Met
MOU #5	*Local Indicators on Dashboard*	COVID	Target Met	Target Met	Target Met	Target Met
MOU #6	*Verified Assessment Results (NWEA MAPS)*	Target Met	Target Met	Target Met	*Substantially Met*	Target Met
MOU #7	*DASS Graduation Rate*	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #8	*1-Year Dropout Rate*	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #9	*Student Participation Rate*	*Substantially Met*	Target Met	Target Met	Target Met	Target Met
MOU #10	*Suspension Rate Indicator*	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #11	*Expulsion Rate*	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #12	*English Learner Progress Indicator*	COVID	Target Met	Target Met	Target Met	Target Met
MOU #13	*Student Confidence*	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #14	*Student Safety*	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #15	*Parent Safety*	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #16	*College Persistence Rate and College Completion Rate*	N/A	N/A	N/A	N/A	N/A

Conclusion

In accordance with Education Code Section 47607(c)(7), the default outcome is for the chartering authority to approve a charter renewal petition for a DASS school. The chartering authority can only deny a charter renewal if it makes written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of pupils. As demonstrated by the data above, ASC students have outperformed students in other DASS schools within the county and/or state, and ASC students and parents have also been satisfied with their experiences at the Charter School.

Thus, Altus Schools Coastal requests a five-year renewal term, from July 1, 2027, to June 30, 2032.

Element A: Educational Program

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

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

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

MISSION AND VISION, AND PROGRAM OBJECTIVES

Mission Statement

Altus Schools Coastal ("ASC", "Altus Schools", or the "Charter School") implements personalized flex-based educational programs to facilitate student achievement. These educational programs demonstrate that standards-based educational reform can provide a prototype for changing the way teachers teach and students learn in the future.

Vision Statement

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

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

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

Strategic Objectives

To respond to its educational partners' requirements and to ensure the organization's long-term sustainability, Altus Schools Coastal:

- Provides a personalized and rigorous academic experience for its students

- Hires, develops and maintains a well-qualified faculty and staff
- Provides a supportive and safe environment
- Is a role model for reform

Program Objectives

Altus Schools Coastal achieves these program objectives:

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

OVERVIEW OF EDUCATIONAL PROGRAM

The primary purpose of ASC's instructional design is to motivate, re-engage, and accelerate academic progress for students in grades TK–12 who are academically high-risk or in need of a non-traditional educational environment. San Diego County continues to demonstrate a significant population of students who meet high-risk indicators, including chronic absenteeism, credit deficiency, academic underperformance, school disengagement, and social-emotional barriers to school success.

The targeted student population for ASC is students who frequently present with one or more of the following characteristics:

- High School Students: Credit deficiency, unfinished learning, or risk of not graduating on time
- Middle School Students: Credit deficiency, unfinished learning, and not on track for grade level promotion
- TK-5 Students: Caregivers/families seeking a non-traditional environment, disengaged from a traditional program
- History of chronic absenteeism

- Prior suspension or disciplinary involvement
- English Learner status requiring targeted language acquisition support
- Foster youth, homeless, pregnant and/or parenting
- Highly mobile
- Social-emotional or mental health barriers impacting academic engagement

Traditional comprehensive school models are often not structured to provide the degree of personalization, flexibility, and intensive case management required to successfully re-engage these students. ASC is designed to address this gap through individualized learning plans, flexible scheduling, targeted intervention, and integrated academic and social-emotional supports.

The Charter School's program is specifically structured to:

1. Re-engage students disconnected from traditional school settings
2. Accelerate credit recovery and academic progress
3. Improve attendance and school stability
4. Reduce suspension rates through relationship-based intervention
5. Increase English Learner progress
6. Grade level promotion and graduation completion

Students benefit from having a well-qualified instructional team who can fully understand the whole child focused on developing literacy, math, and other skills to prepare them for college and career pathways. Students may meet high school completion requirements through multiple pathways, including earning a high school diploma, preparing for and passing the General Educational Development (GED) test, the High School Equivalency Test (HiSET), or the California Proficiency Program (CPP), consistent with individualized student goals and state requirements.

By addressing documented trends in disengagement and academic risk, ASC provides a necessary personalized flex-based instructional model designed to improve measurable outcomes for students who have not experienced success in traditional school environments.

As an intervention program, the Charter School is challenged by environmental expectations that are generally applied to comprehensive school sites. ASC holds its Vision and Mission as an over-arching mandate to put students first by implementing their Pathways Personalized Education Plan (PPEP). The Charter School's leadership continually communicates this important commitment.

ASC is open to all students and accepts enrollment on a rolling basis throughout the school year, consistent with applicable law.

ASC provides an instructional program for students in grades TK–12 through a personalized flex-based instructional model. This model integrates regularly scheduled, structured in-person instruction at a designated resource center with ongoing supervision and academic support from a credentialed teacher and well-qualified staff (Counselor, Education Specialist, Instructional Support Staff) while

offering flexible scheduling designed to meet individual student needs. Students also have access to standards-aligned coursework and may complete assigned work from home as part of their PPEP.

Unlike many nonclassroom-based programs, ASC ensures that all students have regular access to a safe and supportive physical resource center and are expected to attend in person approximately two to four days per week, based on grade level and individualized academic need. At the resource center, students participate in small-group instruction, individualized tutoring, science laboratory experiences, career exploration activities including aviation programming, educational field trips, and presentations from guest speakers. Students also have access to instructional technology and enrichment tools, including virtual reality applications, 3D printers, and school-issued laptops.

When not attending the resource center, students engage in independent coursework aligned to state standards, with daily access to guidance and progress monitoring from their credentialed teacher.

The resource centers provide private conference spaces to facilitate access to support services, including meetings with school nurses, counselors, education specialists, and other student service providers.

The program's systematic design ensures that each student remains actively engaged and supported, while families are meaningfully involved in co-curricular activities and the broader school community. The chart below outlines key program components and services that are available at each resource center, organized by grade span and frequency.

Figure 17: Personalized Flex-Based Learning System

PERSONALIZED FLEX-BASED LEARNING SYSTEM				
	Instructional Support/Program	**Elementary TK-5**	**Middle School Grades 6-8**	**High School Grades 9-12**
Student / Family Supports	In Person Resource Center Appointments	D, W	D, W	D, W
	Teacher Interaction	D	D	D
	Small Group Academic Tutoring Session	D, W	D, W	D, W
	Parent/Teacher Conferences	W, M, S, A	W, M, S, A	W, M, S, A
	College Counseling and Advising Services		As needed	As needed
	Military Advising			As needed
	Healthy Youth Therapy Sessions	As needed	As needed	As needed
	Specialized Services (Special Education/504 Services, Nurse Services, Healthy Youth Mental Health Services)	As needed	As needed	As needed
	Science Wet Labs	D, W, M	D, W, M	D, W, M
	3D Printing and /or Virtual Reality for Math and CTE	D, W, M	D, W, M	D, W, M
	Resilience In Student Education Social Emotional Workshops	W	M	M
	Family Learning Series	M	M	M
	Local Assessments	As needed	As needed	As needed
	State Assessments	A	A	A
	Meal Program	D	D	D
Co-Curricular	Work Experience Education			D, W, M
	Advancement Via Individual Development	D, W	D, W	D, W
	Character and Leadership Development	D, W	D, W	D, W
	California Cadet Corps		D, W	D, W
	Early College Credit Program			D, W, M
	Altus Aviation			D, W, M
	Career Technical Education Career Pathways			D, W, M
	Service Learning			D, W, M
	Altus Arts	D, W, M	D, W, M	D, W, M
	Honors/Advanced Placement Program			D, W, M
School Events/ Family Engagement	Open House	A	A	A
	Learning Showcase	A	A	A
	Senior Nights			A
	Field Trips	W, M, S, A	W, M, S, A	W, M, S, A
	College and Career Week	A	A	A
	Wellness Week	A	A	A
	High School Graduation			A
	9th Grade Orientation		A	
	8th Grade Promotion		A	
	6th Grade Orientation	A		
	5th Grade Promotion	A		
	Kindergarten Promotion	A		
	School Site Council	Q	Q	Q
	English Learner Advisory Committee	S	S	S
Key—*D: daily, W: weekly, M: monthly, Q: quarterly, S: each semester, A: annually*				

Students study the core curriculum while earning credits toward their course of study. At the time of enrollment, a team consisting of academic counselors, teachers, and caregivers review student reading, writing, math skills, and school records to create an individualized course plan. Students also receive a PPEP that can include one-on-one tutoring, small group tutoring, a variety of course options, field trips, supervised study, and assistance accessing community and government agency services.

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

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

EDUCATIONAL METHODS

ASC is a nonclassroom-based program utilizing a personalized flex-based instructional model. The Charter School delivers a unified, standards-aligned curriculum through Imagine Edgenuity and transitioning to the Canvas Learning Management System, ensuring consistency in content, pacing, and academic expectations across all instructional settings. Within this model, students participate in structured in-person instruction at a resource center while also engaging in independent work aligned to their PPEP.

While TK-5, middle school, and high school students require developmentally responsive pedagogical approaches aligned to their cognitive, social, and academic stages, all groups are supported through their PPEP tailored to their specific needs and goals.

At the TK-5 level, instruction is grounded in the foundational stages of literacy acquisition, number sense, self-regulation, and early social-emotional development. The program is structured as a parent-directed home school model, in which parents/caregivers serve as the primary instructors, delivering daily lessons and guiding their child's learning within a standards-based home school environment. Credentialed teachers oversee standards mastery, reviewing submitted assignments, monitoring progress toward grade-level benchmarks, and providing ongoing instructional guidance and feedback to parents to ensure fidelity to state standards and developmental appropriateness. Given the foundational nature of skill development at this age, close coordination between parent and credentialed teacher is prioritized to identify learning gaps early and adjust pacing and support accordingly. Families may elect a fully home-based instructional model or supplement learning through twice-weekly enrichment days, during which students engage in a full day of in-person, teacher-led instruction and structured peer-to-peer interaction to support social development, collaborative learning, and school connectedness.

At the middle school level, instruction reflects students' ongoing development in executive functioning, abstract reasoning, identity formation, and peer affiliation. Pedagogy emphasizes

structured routines, explicit skill-building, guided practice, frequent feedback, and strong relational supports to build foundational literacy, numeracy, and self-management skills. Scaffolded instruction and consistent progress monitoring are prioritized to support emerging independence.

At the high school level, students demonstrate greater capacity for abstract thinking, long-term planning, metacognition, and self-direction. Instruction shifts toward increased autonomy, application-based learning, analytical writing, project-based tasks, and pathway-aligned coursework that supports college, career, or vocational goals. Students are expected to take greater ownership of pacing, goal-setting, and academic decision-making within their PPEP.

In all grade spans, instructional strategies, pacing, and supports are differentiated based on each student's PPEP to ensure academic rigor, developmental appropriateness, and alignment with individual postsecondary aspirations.

All independent work is directly overseen, monitored, and evaluated by well-qualified credentialed teachers. Teachers provide ongoing supervision through regular progress monitoring, scheduled instructional meetings, synchronous support, and timely feedback to ensure mastery of grade-level standards and continued academic growth. Independent work is not self-directed in isolation; rather, it is guided by structured learning targets and continuous teacher engagement to maintain accountability and academic rigor.

ASC's personalized flex-based instructional model is designed to cultivate self-motivated, disciplined, and accountable learners by providing an alternative to the traditional comprehensive school model. Credentialed teachers actively support students through individualized instructional planning, targeted intervention, co-curricular opportunities, and one-on-one tutoring as needed. Each teacher maintains a roster of no more than 40 students, enabling meaningful personalization and responsive instructional strategies.

ASC resource centers provide a safe, structured, and academically focused environment conducive to learning. Flexible scheduling options and a year-round instructional calendar allows the program to respond effectively to individual student needs while maintaining consistent oversight and academic standards.

The student's Pathways Personalized Education Plan ("PPEP") drives each student's academic goals and course planning while promoting real-time adjustments to curriculum and instructional strategies based on data results. The PPEP is a dynamic process that is constantly refined and updated to best meet each student's individual needs. As part of the personalized flex-based instructional model and PPEP, students in grades 6-12 focus on one to two courses per learning period to ensure mastery of content, while TK-5 students are engaged in their full course of study each semester. Grades 6-12 students spend a minimum of thirty hours per week engaged in their coursework and complete one to two courses each learning period.

Altus curriculum is developed by teacher subject-matter experts and delivered through a unified, standards-aligned framework implemented in Canvas (transitioning away from Imagine Edgenuity) or available in traditional textbook form, with aligned instructional materials and lesson resources ensuring consistency in content, pacing, and academic expectations across all delivery formats. Students engage daily with their teacher (conferencing, shared tools/documents, telephonic

communication) and attend appointments in-person at the Resource Center on average two to four days per week for support as referenced in **Figure 17**. This support includes one-on-one tutoring with the teacher, strategic small group academic tutoring sessions based on students' skill level or standard mastery, writing conferences, presentations, guest speakers, field trips, literacy circles, work with a 3D printer or virtual reality headset, special education support services, and/or feedback on the assignments previously submitted.

In addition to delivering a rigorous, standards-aligned academic program, ASC enhances student engagement and postsecondary readiness by offering structured leadership and career development opportunities integrated within the broader instructional model. ASC expands educational opportunities by implementing the California Cadet Corps (CACC) program as a signature leadership and career development pathway. Established in 1911, the California Cadet Corps is the state's premier youth leadership development program. At Altus Schools, the CACC has been thoughtfully modernized to provide students with a personalized leadership pathway that integrates character development, civic responsibility, and career-aligned technical training. California Cadet Corps approved Altus Schools 7th Brigade. Altus Schools are the only public or private school that is not a military academy to have its own brigade in California. The program addresses a critical need by combining structured leadership development with real-world workforce preparation.

Cadets progress from foundational leadership coursework to advanced STEM-focused pathways, including Unmanned Aviation, where students have opportunities to earn FAA certifications and college credit. Through individualized mentoring, strategic community partnerships, and hands-on experiential learning, the CACC at Altus prepares students for postsecondary success and entry into high-demand career sectors, while fostering the confidence, discipline, and resilience necessary to serve and lead within their communities.

EDUCATIONAL VISION

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

Altus Schools Coastal's philosophy:

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

- Provide ongoing professional development.
- Forge partnerships with parents and community organizations.

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

- Promotes students' leadership experiences and skill-building opportunities.
- Increases awareness/scope of career options, including non-traditional careers.
- Encourages and promotes opportunities to achieve academic success: mentoring, tutoring, field trips, and other forms of academic enrichment.
- Acknowledges and accommodates individual learning styles.
- Develops/encourages parental involvement.
- Introduces and strengthens digital literacy and skills.

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

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

A summary of Altus Schools Coastal's curriculum is provided below. See **Appendix FF,** and **Appendix GG, Appendix HH** for the sample scope and sequence of select grade levels.

The Charter School uses state- adopted texts and other materials aligned to the California Common Core State Standards ("CCSS"). The Charter School follows a deliberate, standards-based process for developing, reviewing, and adopting curriculum and teaching methods. Curriculum departments, led by well-qualified credentialed teachers and guided by the Dean of Academic Affairs and Altus Studies, design and refine subject matter curriculum using the California State Standards, curriculum frameworks, applicable TK-8 state-adopted textbook lists, 9-12 recommended resources, UC A-G expectations, NCAA requirements, CTE Model Curriculum Standards, English Language Development Standards, and other applicable program requirements. Teacher subject-matter experts

review textbooks, digital resources, instructional materials, assessments, and lesson resources for standards alignment, rigor, accessibility, cultural and linguistic responsiveness, and suitability for the Charter School's personalized flex-based instructional model. As curriculum is developed or adopted, instructional teams consider student achievement data, assessment blueprints, course completion data, teacher feedback, educational partner input, and the needs identified through each student's Pathways Personalized Education Plan ("PPEP") to ensure that curriculum and teaching methods remain responsive to student needs and support college, career, and citizen-ready outcomes.

Curriculum adoption and revision are also part of the Charter School's continuous improvement cycle. Instructional leaders and curriculum teams regularly evaluate the effectiveness of curriculum and teaching methods by reviewing formative and summative assessment results, NWEA MAP data, CAASPP data, ELPAC data, curriculum-embedded assessments, credit completion, participation data, and other measures of student progress. This data is used to identify areas for revision, determine needed instructional supports, inform professional learning, and strengthen alignment across course content, instructional delivery, and assessment practices. When new curriculum, digital tools, or instructional methods are adopted, staff receive training, implementation support, and opportunities for collaboration so that resources are used consistently and effectively across learning environments, including Canvas-based instruction, textbook-supported instruction, tutoring, small-group instruction, and individualized teacher support.

Step-by-Step Curriculum Adoption Process – Depicted in the table in Figure 23

1. Establish a Curriculum Review Committee

The first step in the curriculum adoption process is to establish a Curriculum Review Committee through Altus Pathways Advisory Council (APAC). This committee consists of a diverse group of teachers, education specialists, a member of the English Learner Achievement Department and an administrator. The committee is responsible for overseeing the entire adoption process, ensuring that it is transparent, inclusive, and aligned with state standards and frameworks.

2. Identify Educational Needs and Goals

APAC begins by identifying the educational needs and goals of Altus. This involves analyzing student achievement data, reviewing current curriculum effectiveness through End of Course Exam data in Illuminate, and considering the diverse needs of the student population. The goals for curriculum adoption are clearly defined and aligned with the school's strategic plan and educational mission.

3. Research and Select Curriculum Options

APAC researches and selects potential curriculum options that meet the identified educational needs and goals. This involves reviewing materials from various publishers and reviewing both teacher and student facing resources. The selected options should be evidence-based and demonstrate a track record of success in improving student outcomes, preferably through efficacy studies.

4. Align with State Standards and CDE Requirements

For grades 7-8, it is essential to ensure that the selected curriculum is part of the California Department of Education (CDE) approved curriculum list. For K-12, the materials must meet the Common Core State Standards, ELD standards, Next Generation Science Standards, CTE Model Curriculum Framework, and state adopted frameworks for each subject area, including English Language Arts,

Mathematics, Science, Social Studies, World Language, VAPA, other general electives and CTE electives. The curriculum also addresses the needs of diverse learners, including English Language Learners (ELLs) and students with special needs. For core courses and college prep electives, the curriculum developed gets submitted to UC for A-G approval.

5. Field-Testing
Before full implementation, the selected curriculum is field tested by students and teachers. This allows teachers and students to test the materials and provide feedback on their effectiveness. During this time, APAC collects feedback from teachers, and students to identify strengths and areas for improvement.

6. Evaluate and Refinement
Based on the feedback from the field-testing phase, APAC evaluates the curriculum's effectiveness and make any necessary revisions. This may involve refining lesson plans, adjusting instructional strategies, or incorporating additional resources. The goal is to ensure that the curriculum meets the school's educational needs and aligns with Common Core State Standards and state approved frameworks.

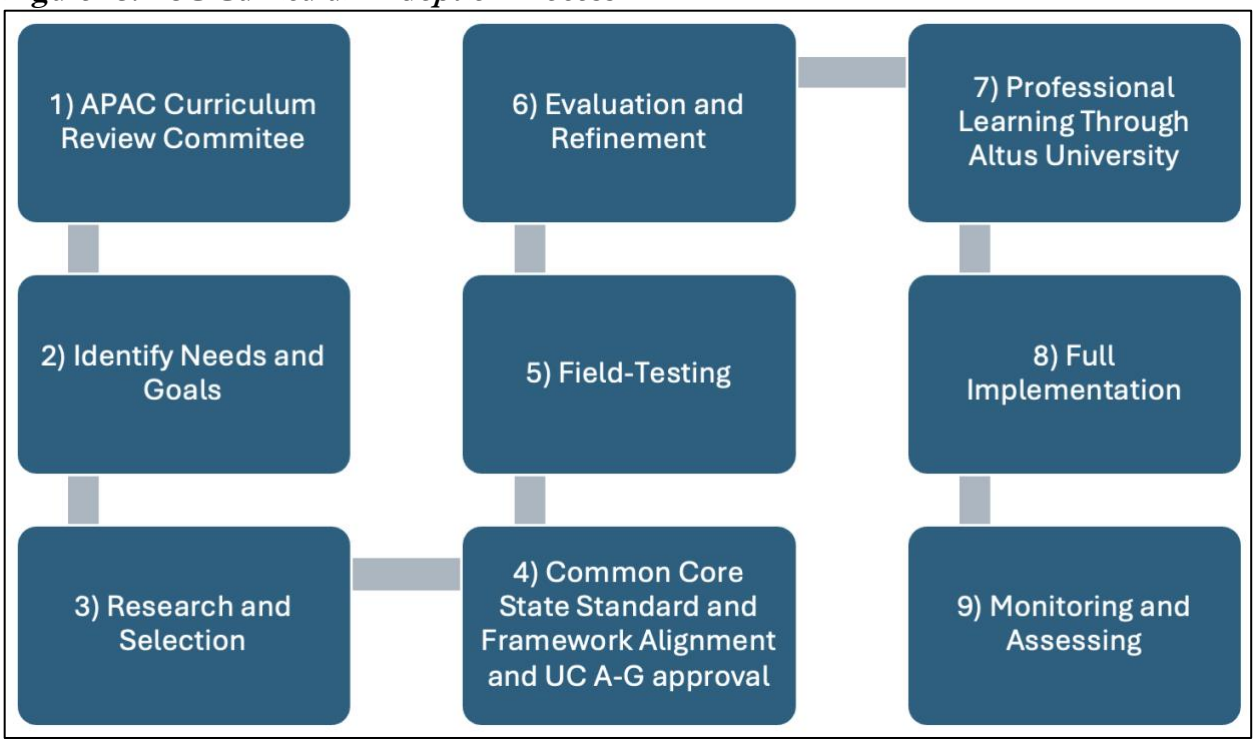
7. Professional Learning
Successful curriculum implementation requires comprehensive professional development and training for teachers. Once the curriculum has been developed and enhanced with feedback from field-testing, APAC develops a professional development plan that includes synchronous and asynchronous training sessions, and ongoing support through the Altus University Professional Learning System. During this stage teachers, educational specialists, counselors and assistants are equipped with the knowledge and skills needed to effectively deliver the new curriculum and use the associated materials and resources.

8. Full Implementation
Once the curriculum has been piloted, evaluated, and revised, it is ready for full implementation. APAC develops an implementation plan that outlines the timeline, roles, and responsibilities of all participants. Communication with teachers, educational specialists, counselors, administrators and assistants is crucial to ensure a smooth transition to the new curriculum.

9. Monitor and Assess
The curriculum adoption process does not end with implementation. Ongoing monitoring and assessment are essential to ensure that the curriculum is meeting its intended goals and improving student outcomes. APAC does this through the monitoring of standard mastery available through Illuminate. APAC uses monthly department PLCs for regular review and evaluation of student outcome data.

See Figure Below: ASC Curriculum Adoption Process

Figure 23: ASC Curriculum Adoption Process



To ensure effective implementation of this technology-enhanced instructional framework, the Charter School supports its instructional staff to obtain Leading Edge Certification. This nationally recognized certification prepares educators to design rigorous, engaging, and standards-aligned learning experiences grounded in research-based instructional quality standards. Leading Edge Certified Teachers are equipped to integrate technology strategically while maintaining strong teacher-student engagement and high academic expectations for all learners.

Alignment of Technology Resources to the Instructional Program and State Assessment Requirements

Staff and student technology resources are intentionally aligned with Charter School standards-based, personalized instructional programs and support the requirements of California's state assessment system. Technology is integrated into core instruction, small-group tutoring, targeted intervention, career-connected learning, progress monitoring, and instructional planning rather than used as a stand-alone supplement.

In mathematics, students use IXL Math for individualized standards-based practice and procedural fluency, Amplify Desmos for conceptual understanding and mathematical reasoning during small group tutoring, and Prisms Virtual and Augmented Reality and virtual math manipulatives for immersive exploration of grade-level concepts. These resources are aligned with Smarter Balanced Claims 1 through 4 and the applicable assessment blueprints. Students also engage with hands-on tools such as 3D printing and Vernier science probes for real-time data collection, supporting STEAM

learning across content areas. In English Language Arts, Achieve3000 provides differentiated literacy intervention aligned with Claim 1 (Reading), while IXL ELA, added for 2026–27, provides targeted practice aligned with Claim 2 (Writing) and other Smarter Balanced claims. BrainPOP and Summit K12 support English Learners, Transfr Virtual Reality and Naviance support career-connected learning and planning, and MagicSchool AI serves as a centralized instructional resource hub for standards-aligned teaching and intervention.

Staff technology resources are supported by structured professional learning to ensure effective and instructionally appropriate implementation. All instructional staff work toward Leading Edge Certification, with a schoolwide target of 90% completion. Staff also receive training through Altus University, the Math Specialist, and technology partners on the effective use of IXL, Prisms, and Amplify Desmos. Staff are also equipped with school-issued devices and core instructional platforms, including the School Pathways student information system, Microsoft 365, and Zoom, which support instruction, communication, and documentation of student progress. Staff use Ellevation to monitor English Learner progress and inform instructional planning for this student group. Through Data Dives and the California Educator Reporting System (CERS), along with Mastery Connect formative and summative assessments, staff analyze Interim Smarter Balanced and NWEA MAP results to monitor student progress, identify learning needs, provide targeted intervention, and adjust instruction before summative testing. In addition to Smarter Balanced preparation, hands-on science tools such as Vernier probes support student readiness for the California Science Test (CAST), and English Learner resources, including Ellevation and SummitK12, support student progress toward English language proficiency as measured by the ELPAC.

Together, these staff- and student-facing resources form a coherent instructional system in which technology supports Altus Schools' curriculum, instructional practices, interventions, and assessment processes. The resources also prepare students for the content, claims, rigor, and technology-based format of the Smarter Balanced Summative Assessments in English Language Arts and mathematics.

Student-To-Computer Ratio

ASC operates a personalized flex-based educational model and maintains sufficient instructional technology to support students participating in both in-person and off-site instructional activities. ASC maintains a minimum student-to-computer ratio of 1:1, ensuring that each student has access to a dedicated instructional device when needed. Each Resource Center provides laptops, desktop computers, Chromebooks, and iPads to support access to digital curriculum, instructional platforms, research tools, assessments, and other online learning resources. Students may also use personally owned devices, provided the devices comply with the Charter School's technology, network, and security requirements.

To ensure equitable access beyond the Resource Centers, ASC maintains the Altus Connect Program. Through this program, eligible students receive a Chromebook and, when necessary, internet connectivity through a mobile data plan. These resources ensure that all students have access to the technology necessary to participate fully in ASC's personalized flex-based instructional program, whether they complete instructional activities at a Resource Center or in an off-site learning environment. Thus, ASC's **1:1 student-to-computer ratio** is reasonable and sufficient to support its educational model.

Plan for Assistive Technology and Adaptative Supports for Students with Disabilities

Students receiving special education services have access to a variety of assistive technology and adaptive supports to promote participation, communication, and academic success. Additional assistive technology services and devices are provided based on assessment data and documented needs identified in the student's Individualized Education Program (IEP). Available supports may include speech-to-text, text-to-speech, and word prediction tools through the Google Read&Write Chrome extension. Students who require augmentative and alternative communication (AAC) devices are provided iPads with individualized communication applications selected in collaboration with the AAC specialist. Students who are blind or visually impaired may receive accommodations such as large monitors, high-contrast keyboards, screen-access software, and other specialized technology. Students who are deaf or hard of hearing have access to FM/DM (Frequency Modulation (FM) and Digital Modulation (DM)) systems and other hearing support technology designed to amplify instruction and align with their individual hearing needs.

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

As a result of the Charter School's educational experience, successful students are able, among other outcomes, to do the following commensurate with their age and grade level:

Read and Write

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

Compute

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

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

Speak, Question, and Listen

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

Problem-Solve

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

Work Independently and in Teams

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

Achieve Digital Literacy and Digital Citizenship

- Develop proficiency with digital tools and platforms, including hardware, software, applications, and cloud-based systems
- Use digital tools in creative and innovative ways to support critical thinking, real-world problem-solving, and decision-making
- Demonstrate safe, legal, and ethical use of technology and responsible management of digital identity

Manage Time

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

Accept Personal Responsibility

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

Stay Healthy

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

Comfortably Relate with Others

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

TARGET STUDENT POPULATION

Altus Schools Coastal (ASC) welcomes all students who wish to attend the Charter School. The Charter School serves students in grades TK–12 as depicted in the table below **(Figure 4)** and illustrated in **Appendix C.**

Altus Schools is designed to serve students within the geographical boundaries of CUSD who would benefit from a personalized, flexible, and supportive educational environment. The Charter School serves students who are academically disengaged, credit deficient, highly mobile, or otherwise not fully served in traditional comprehensive school settings as previously described.

ASC provides a personalized flex-based instructional model combined with individualized PPEPs, frequent progress monitoring and targeted support by well-qualified credentialed teachers. It is designed to re-engage students in their education and accelerate progress toward TK-5 standard mastery, grade level advancement, middle school promotion, high school graduation, and college and career readiness.

ASC works collaboratively with families, county, school districts, and community partners to provide an alternative pathway for students in need of a nontraditional instructional setting. Through its personalized learning approach, the Charter School supports students in meeting grade-level standards, recovering credits as needed, and successfully transitioning to postsecondary education, career opportunities, or re-entry into comprehensive school environments when appropriate.

ASC anticipates serving a high percentage of unduplicated pupils, including low-income students, English learners, homeless students, students with disabilities, and students experiencing instability.

Figure 4: Projected Total Enrollment

Enrollment Projections at P2 ADA Reporting					
Description	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**2031-32**
Grades TK-5	-	-	-	-	15
Grade 6	10	11	13	15	20
Grades 7-8	34	37	40	43	47
Grades 9-12	238	248	258	269	279
Total Projected Enrollment at P2 ADA Reporting	**282**	**296**	**311**	**327**	**361**

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

ASC requires students to attend school daily, and teachers of record evaluate daily engagement and time value in recording student attendance.

ASC serves students coming to the Charter School who are initially identified from referrals by the District's school counselors. The Charter School is able to meet the needs of all students (e.g., English Learners, students with disabilities, or GATE) through the Pathways Personalized Education Plan. This plan includes formative and summative testing data, which may include, but is not limited to, the California Assessment of Student Performance and Progress ("CAASPP"), the California Alternate Assessments ("CAAs"), English Language Proficiency Assessments for California ("ELPAC"), Northwest Education Association's ("NWEA") Measures of Academic Progress ("MAP") pre/post local assessments, PSAT, SAT, ACT, Advanced Placement ("AP") assessments, end-of-course exams, unit exams or priority standards assessments, Naviance career and learning styles assessments, portfolios, and exhibitions. This data helps to establish each student's needs. Based on each student's needs, and in collaboration with the parent(s)/guardian(s), student, and teacher(s), a set of instructional goals are developed. These goals are achieved through a variety of strategies including: one-on-one tutoring, small group tutoring, projects, seminars, field trips, guest speakers, science labs, and other activities as referenced in the Personalized Flex-Based Learning System (**Figure 17**).

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

Figure 18: Carlsbad Unified School District Demographics 2025-26

Carlsbad Unified Demographics 2025-2026		
Ethnicity	**Total**	**Percentage**
African American	122	1.1%
American Indian or Alaska Native	23	0.2%
Asian	575	5.4%
Filipino	94	0.9%
Hispanic or Latino	2,767	25.9%
Pacific Islander	20	0.2%
White	5,950	55.7%
Two or More Races	1,132	10.6%
Not Reported	0	0.0%
Other Student Groups		
Socioeconomically Disadvantaged	2,340	21.9%
Students with Disabilities	1,719	16.1%
English Learners	423	4.0%
Foster Youth	11	0.1%
Homeless Youth	78	0.7%
Migrant Education	14	0.1%
Total	10,683	100%

Source: CDE DataQuest, 2025-26, accessed July 1, 2026

The data in the tables below are reflective of Altus Schools Coastal compared to the District.

Figure 19: Altus Schools Coastal vs Carlsbad Unified School District Demographics 2025-26

Student Demographics 2025-2026 School Year (CBEDS)		
Ethnicity	**Altus Schools Coastal**	**Carlsbad Unified**
African American	4.1%	1.1%
American Indian/Alaskan Native	1.8%	0.2%
Asian	1.4%	5.4%
Filipino	0.5%	0.9%
Hispanic or Latino	49.8%	25.9%
Pacific Islander	0.0%	0.2%
White	36.2%	55.7%
Two or More Races	6.3%	10.6%
Not Reported	0.0%	0.0%
Other Student Groups		
Socioeconomically Disadvantaged	60.6%	21.9%
Students with Disabilities	25.3%	16.1%
English Learners	10.9%	4.0%
Foster Youth	0.5%	0.1%
Homeless Youth	8.6%	0.7%
Migrant Education	0.0%	0.1%

Source: CDE DataQuest, 2025-2026, accessed July 1, 2026

COMMUNITY INTEREST – STUDENT NEEDS AND CHALLENGES

Over the last eleven years, there has been a continued interest from the Carlsbad community to attend Altus Schools Coastal. The number of students served from the Carlsbad Unified School District each year is displayed in **Figure 20**. ASC has served an average of over 200 CUSD students annually and in excess of 1000 unduplicated students from CUSD from 2016-2017 through 2025-2026. Over the last ten years, more than 800 unduplicated students have been redirected into CUSD schools.

Figure 20: Number of Students Serves From Carlsbad Unified School District

Number of Students Served from Carlsbad Unified School District										
	2016-2017	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**
Students Served From CUSD	184	273	229	228	247	219	172	184	152	157

**2025-2026 Data as of 7/7/2026*

Figure 21: Number of Students Redirected to Carlsbad Unified School District

Number of Students Redirected To Carlsbad Unified School District										
	2016-2017	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**
Students Redirected to CUSD	10	161	102	116	108	110	73	88	54	30

**2025-2026 Data as of 7/7/2026*

Based on the 2025-2026 enrollments, in comparison to Carlsbad Unified School District, Altus Schools Coastal served a higher percentage of diverse, high needs students, including higher

percentages of Hispanic students, African American students, socioeconomically disadvantaged students, English Learners, Homeless, and students with disabilities than served by Carlsbad Unified **(Figure 19)**.

This demonstrates the community's continued interest in seeking a high quality alternative educational option. Altus Schools Coastal (ASC) differs from the District Alternative School Status (DASS) schools within Carlsbad Unified School District and the communities they serve through its unique instructional model, innovative approach to personalized learning, and safe, supportive, nontraditional academic environment. As demonstrated in **Figure 22**, the Charter School's strong outcomes reflect both its continued success and the ongoing community need for a high performing educational option that provides students with a pathway to academic achievement within the Carlsbad community.

HOW LEARNING BEST OCCURS

Altus Schools Coastal believes that learning best occurs when:

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

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

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

DESCRIPTION OF THE EDUCATIONAL PROGRAM

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

The premise of Altus Schools Coastal's unique education program centers on two key elements:

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

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

The Charter School's educational program is based on the following elements of success:

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

The Charter School provides an education that allows each student, grades TK-12, to meet State Standards by: (1) using State Standards-based textbooks, resources, and instructional materials; (2) providing State Standards-based instruction; (3) utilizing course descriptions that are aligned with the State Standards; (4) developing and improving social skills by building self-esteem through achievement and discipline; and (5) learning in an environment that promotes achievement. The Charter School offers a menu of learning opportunities as outlined in the Personalized Flex-Based Learning System (**Figure 17**).

The Charter School serves a large population of students who are achieving below grade level and/or have unfinished learning. This critical mass of students who are deemed "high risk," and many with special needs, benefit from a personalized educational program that provides strong tutorial support.

After completion of enrollment, students are assessed and immediately engage with a rigorous, technology-enhanced curriculum that is customized to meet their specific academic needs. The parent, teacher, and counselor build custom plans to meet the individual goals, strengths, and interests of each child. Students in TK-5 are enrolled in all core classes for the entire year to ensure that there is daily and consistent academic progress in all subjects. Students in grades 6-12 take one to two courses at a time, allowing them to focus on mastering the State Standards of one course before moving on to the next. Teachers utilize the Personalized Flex-Based Learning System (**Figure 17**) to provide a range of student learning opportunities based on learning styles and pathways, which include one-on-one and small group tutoring, field trips, volunteer opportunities, cultural events, guest speakers, career days, a wide variety of elective course options, and work experience customized to student interest and pathway choice. Each teacher has the support of a Certificated Teacher Resource to ensure the successful implementation of each student's PPEP.

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

ASC has an established Multi-Tiered System of Supports ("MTSS"), which is a comprehensive framework that integrates State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. These include the personalized education planning process, social-emotional learning programs, community-based partnerships, a Healthy Youth Program to provide mental health services, interventions for high-risk students, supports for Special Education, services for English Learners ("ELs"), and opportunities for Gifted and Talented Education ("GATE"). Additionally, TK-5 uses state approved dyslexia screening instruments (Multitudes and Amira Learning) which provide culturally, linguistically, and developmentally appropriate tools to assess key literacy domains. ASC has a systematic and integrated process for instructional support and interventions. **See Appendix Z** for a more detailed explanation of supports offered through the MTSS, including the specific tier interventions.

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

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

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

Independent Study Assurances

Altus Schools Coastal complies with all applicable independent study laws, including, but not limited to, Education Code Sections 51744 et seq., 47612.5, 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705. These laws require, among other things, that the Charter School operates pursuant to an adopted independent study Board policy; each student has a master agreement; and Altus Schools Coastal files for a funding determination as a condition of funding. The Charter School maintains written contemporaneous records that document all student attendance. An annual, independent audit of student records is conducted by a state-approved certified public accountant, which continues to be free of exceptions or qualifications. These records are made available for audit and inspection.

Parent/ Teacher/ Student Master Agreement

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

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

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

School Calendar

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

1. To students in TK-K, inclusive, 36,000 minutes.
2. To students in grades 1-3, inclusive 50,400 minutes.
3. To students in grades 4-8, inclusive 54,000 minutes.
4. To students in grades 9-12, inclusive, 64,800 minutes.

ASC's draft 2027-2028 pupil calendar is attached as **Appendix V.**

CURRICULUM

A summary of ASC's curriculum is provided below. See **Appendix FF, Appendix GG,** and **Appendix HH** for ASC's sample scope and sequence for grades 3, 8 and 10 and **Appendix T** for a Course Catalog. As the State Standards develop and evolve, the curriculum may change to maximize learning.

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

ASC's curriculum departments are led by well-qualified teachers and, under the guidance of the Dean of Academic Affairs and Altus Studies, who designs and creates the subject matter curriculum using the State Standards and Framework as their guides. The textbooks and other resource materials as identified either from the state adopted textbook list for TK-8 or 9-12 recommended lists are used to complete the courses. The textbooks are further reviewed for application for the personalized flex-based program needs. The teachers use a wide variety of teaching techniques to engage all learning modalities, including technology-based learning.

ASC's grades TK–12 course catalog and course descriptions (**Appendix T**) are reviewed and revised as necessary on an annual basis to ensure that the optimal academic outcomes are met. ASC shall ensure that all core courses, foreign language, visual and performing arts, and selected electives are listed on the approved UC A–G and NCAA-approved course lists. The course lists shown in (**Appendix M** and **Appendix N**).

English/Language Arts

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

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

*Altus Schools Coastal has UC A-G approval of these courses.

Mathematics

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

MATHEMATICS MATRIX	
Grade Levels	**Course Titles/Semester**
TK	Mathematics TK
Kindergarten	Mathematics Kindergarten
First Grade	Mathematics First Grade
Second Grade	Mathematics Second Grade
Third Grade	Mathematics Third Grade
Fourth Grade	Mathematics Fourth Grade
Sixth Grade	Math 6-1, 6-2
Seventh Grade	Math 7-1, 7-2
Eighth Grade	Math 8-1, 8-2
Ninth Grade	*Algebra 1, 2 **or** *Integrated Math IA, IB
Tenth Grade	*Geometry 1, 2 **or** *Integrated Math IIA, IIB
Eleventh Grade	*Intermediate Algebra 1, 2 **or** *Integrated Math IIIA, IIIB
Twelfth Grade	*Statistics 1, 2 **or** *Pre-Calculus 1, 2 **or** *Honors Pre-Calculus 1, 2 **or** *AP Calculus A/B

*Altus Schools Coastal has UC A-G approval of these courses.

Science

All science courses are aligned to the Next Generation Science Standards. All science courses have wet and virtual labs embedded throughout the course. The science curriculum encourages scientific inquiry, group activities, and real-world applications. Additionally, students are provided with curriculum that is progressively sequenced, builds upon what they already know, and helps them construct a deeper understanding of science and how their knowledge and skills can be used. The middle school students are introduced to Life Science and Physical Science through an integrated science course sequence. The high school students are required to take two years of Science within the subjects of Earth and Space Science, Physics, Chemistry, Biology or Marine Biology. All of these science courses are UC A-G and NCAA-approved.

SCIENCE MATRIX	
Grade Levels	**Course Titles/Semester**
TK	Science TK
Kindergarten	Science Kindergarten
First Grade	Science First Grade
Second Grade	Science Second Grade
Third Grade	Science Third Grade
Fourth Grade	Science Fourth Grade
Fifth Grade	Science Fifth Grade
Sixth Grade	Middle School Earth Science
Seventh Grade	Middle School Life Science **or** Integrated Science 7-1, 7-2
Eighth Grade	Middle School Physical Science **or** Integrated Science 8-1, 8-2
Ninth Grade	*Earth and Space Science 1, 2 **or** *Physics 1, 2
Tenth Grade	*Biology 1, 2 **or** *Marine Biology 1, 2
Eleventh Grade	*Chemistry 1, 2 **or** *Honors Chemistry 1, 2

Twelfth Grade	*AP Environmental Science

*Altus Schools Coastal has UC A-G approval of these courses.

Social Sciences

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

SOCIAL STUDIES MATRIX	
Grade Levels	**Course Titles/Semester**
TK	History-Social Science TK
Kindergarten	Social Studies Kindergarten
First Grade	Social Studies First Grade
Second Grade	Social Studies Second Grade
Third Grade	Social Studies Third Grade
Fourth Grade	Social Studies Fourth Grade
Fifth Grade	Social Studies Fifth Grade
Sixth Grade	Ancient Civilizations 6-1, 6-2
Seventh Grade	World History, Geography - Medieval & Early Modern Times 7-1, 7-2
Eighth Grade	United States History & Geography 8-1, 8-2
Ninth Grade	*Geography 1
Tenth Grade	*World History, Geography & Economics 1, 2 **or** *AP World History: Modern

Eleventh Grade	*United States History 1, 2 **or** *Honors United States History 1, 2 **or** *AP Human Geography 1, 2
Twelfth Grade	*Government 1 **or** *AP US Government and Politics **and** *Economics 1 **or** *AP Human Geography 1, 2

*Altus Schools Coastal has UC A-G approval of these courses.

World Languages (Languages Other Than English)

Altus Schools Coastal offers a full three years of Spanish (1-6) (UC required/recommended), French (1-6) (UC required/recommended), and German (1-6) (UC required/recommended). The world language curriculum satisfies the UC requirement for admission. The students may take a world language as early as the 6th grade. The Charter School has UC A-G approval for all courses.

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

Twelfth Grade	*Spanish 1-6 **or** *German 1-6 **or** *French 1-6

*Altus Schools Coastal has UC A-G approval of these courses.

Visual and Performing Arts (VAPA)

Altus Schools Coastal offer several visual and performing arts courses "VAPA" and have UC A-G approval for these courses. The students may take Art, Art History, Commercial Art, Drawing, Photography or Music Appreciation to satisfy the UC A-G VAPA requirement. ASC also offers Music Appreciation and Art History courses for students who are interested in a different approach in the arts. The students may also engage in a Digital Arts Photoshop course as offered on the Career Technical Education course list.

VISUAL AND PERFORMING ARTS COURSES MATRIX	
Grade Levels	**Course Titles/Semester**
Sixth Grade	Middle School Art, 1, 2
Seventh Grade	Middle School Art 1, 2
Eighth Grade	Middle School Art 1, 2
Ninth Grade	*Art 1, 2 **or** *Commercial Art 1, 2 **or** *+Photography 1, 2 **or** *Drawing 1, 2 **or** *Art History 1, 2 **or** *Music Appreciation 1, 2
Tenth Grade	*Art 1, 2 **or** *Commercial Art 1, 2 **or** *+Photography 1, 2 **or** *Drawing 1, 2 **or** *Art History 1, 2 **or** *Music Appreciation 1, 2
Eleventh Grade	*Art 1, 2 **or** *Commercial Art 1, 2 **or** *+Photography 1, 2 **or** *Drawing 1, 2 **or** *Art History 1, 2 **or** *Music Appreciation 1, 2

Twelfth Grade	*Art 1, 2 **or** *Commercial Art 1, 2 **or** *+Photography 1, 2 **or** *Drawing 1, 2 **or** *Art History 1, 2 **or** *Music Appreciation 1, 2

*Altus Schools Coastal has UC A-G approval of these electives.
+Altus Schools Coastal has articulation approval of these electives.

Physical Education

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

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

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

General Electives

The Charter School offers many semester-length and year-long additional electives courses for the students that attribute to their becoming a more well-rounded, college and career ready, 21st Century citizen. Middle School students have access to career exploration through Virtual Reality.

GENERAL ELECTIVE COURSES
Grades 6-8
AVID 6a, 6b
AVID 7a, 7b
AVID 8a, 8b
Career Explorations Virtual Reality
ELD MS Language & Literacy 1, 2 (EL Level 1)
ELD MS Language & Literacy 3, 4 (EL Level 2)
ELD MS Language & Literacy 5, 6 (EL Level 3)
ELD MS Language & Literacy 7, 8 (EL Level 4)
Empower Math 1a, 1b
Exploring Careers 1, 2
Literacy 6th, 1, 2,
Literacy 7th 1, 2
Literacy 8th 1, 2
Middle School Health Science Exploration 1, 2
Service Learning 1, 2
Study Skills 6-1, 6-2
Study Skills 7-1, 7-2
Study Skills 8-1, 8-2
Grades 9-12
*AVID 9a, 9b
*AVID 10a, 10b
*AVID 11a, 11b
*AVID 12a, 12b
Early College Academy 1, 2

Comprehensive Health
Driver's Education
Service Learning 1, 2
Empower Math I A, B
Empower Math II A, B
Empower Math III A, B
Literacy 1, 2
Literacy 3, 4
ELD Language & Literacy 1, 2 (EL Level 1)
ELD Language & Literacy 3, 4 (EL Level 2)
ELD Language & Literacy 5, 6 (EL Level 3)
ELD Language & Literacy 7, 8 (EL Level 4)
*Asian American Pacific Islander Studies (Ethnic Studies)
*Black and African American Studies (Ethnic Studies)
*Chicano(a) and Latino/a/x Studies (Ethnic Studies)
*Native American Studies (Ethnic Studies)
*AP Psychology 1, 2
*Sociology 1
Study Skills 1, 2

*Altus Schools Coastal has UC A-G approval of these electives.

Post High School Pathways

Once a student is enrolled at the Charter School, the student completes personality and career interest surveys on Naviance. Naviance is a comprehensive college and career readiness web-based tool for middle and high schools that helps align student strengths and interests to postsecondary goals and improves student outcomes. The parent/guardian, student, and teacher meet to discuss the results. The results demonstrate the student's learning style as well as career interests. Based on the career interests, the teacher assists the student with creating a post- high school pathways plan. ASC's students are placed in one of four post-high school pathways: four-year college/university; two-year college, school-to-work/Career Technical Education, or the military and are easily able to switch between pathways due to courses being UC A-G approved. The courses identified above satisfy the post-high school pathways for college-bound students. In addition to the college preparatory coursework, ASC offers courses that are specifically designed for students in high school who have expressed an interest in specific career pathways.

Career Technical Education

ASC offers 32 Career Technical Education ("CTE") courses for students that have expressed an interest in a specific industry sector, including a general work experience program that is state approved. Courses such as Photoshop 1, 2 can lead to certification once the student completes the course. In addition to the 12 Career Pathways listed below, ASC offers a Virtual Reality Career Exploration and training program that provides students with both career exploration and on demand internship-like experiences:

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

CAREER TECHNICAL EDUCATION COURSES
Grades 9-12
Altus Success
Aviation UAS Operations 1, 2
Business Careers 1,2
Career Planning and Development 1, 2
*+Child Development 1, 2
*Career and Life Management 1, 2
*Computer Science Discoveries 1, 2
*+Design Careers 1, 2
*+Entrepreneurship 1, 2
*+Environmental Sustainability 1, 2
Foundations of Personal Finance 1, 2

General Work Experience Ed. 1, 2
General Work Experience Ed. 3, 4
*+Health Science Concepts 1, 2
High School Health Science: Foundations of Patient Care 1, 2
*Hospitality, Tourism & Recreation 1, 2
*+Hospitality Management 1, 2
*+Information and Communication Technology 1, 2
*Intro to Business 1, 2
*Intro to Green Technology and Energy 1, 2
Military Science 1, 2
Military Science 3, 4
*Nursing Assistant 1, 2
Nutrition 1, 2
Pathways Exhibition
*Photoshop 1, 2
*Psychology 1, 2
*Personal Finance 1
*+Retail Sales and Marketing 1, 2
*+Teacher Education 1, 2
*+Veterinary Science 1, 2
Virtual Reality Career Explorations
Virtual Reality Patient Care Clinical Simulation

*Altus Schools Coastal has UC A-G approval of these electives.

+Altus Schools Coastal has articulation approval of these electives.

California Cadet Corps

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

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

*Altus Schools Coastal has UC A-G approval of these electives.

EARLY COLLEGE CREDIT PROGRAM

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

Advanced Placement Program

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

encompasses a wide range of subjects, including mathematics, sciences, humanities, and world languages. By taking AP courses and exams, students benefit in various ways, both academically and personally. One of the key advantages of participating in the AP Program is the chance to experience college-level instruction while still in high school. AP courses are taught with a level of depth and complexity that mirrors college courses, allowing students to develop the critical thinking, analytical, and problem-solving skills necessary for success at the postsecondary level. This exposure to advanced coursework prepares students for the academic demands they are likely to encounter in college and fosters a smooth transition to higher education. ASC offers 10 AP courses and administers the AP Exam each May onsite for students. Students need to earn a passing score on the AP exam, as determined by their postsecondary school.

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

*Altus Schools Coastal has UC A-G approval of these electives.

Articulation

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

ARTICULATION MATRIX	
ASC Course	**Potential College Credit**
*Child Development 1, 2	CHLD 112

*Design Careers 1, 2	DESN 100
*Entrepreneurship 1, 2	BUS 130
*Environmental Sustainability 1, 2	HORT 166
*Health Science Concepts 1, 2	NURS 151
*Hospitality Management 1,2	HOSP 100
*Information and Communication Technology 1, 2	CSIT 101
*Photography 1, 2	ART 205
*Retail, Sales and Marketing 1, 2	BUS 132
*Teacher Education 1, 2	EDUC 115
*Veterinary Science 1, 2	AGNR 106

*Altus Schools Coastal has UC A-G approval of these electives.

Dual Enrollment

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

GRADUATION REQUIREMENTS

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

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

	recommended)
4 credits – • English 1-4	**2 credits** – • Integrated Math 1 **or** • Algebra
2 credits – • American Literature, **or** • Honors American Literature **or** • AP English Language and Composition **or** • AP English Literature and Composition	**2 credits** – • Integrated Math 2 **or** • Geometry
2 credits – • World Literature **or** • Contemporary Voices in Literature **or** • English Literature **or** • AP English Language and Composition **or** • AP English Literature and Composition	**2 credits** – • Integrated Math 3 **or** • Intermediate Algebra
	Optional 4th Year Credits – • Statistics **or** • Pre- Calculus **or** • Honors Pre-Calculus **or** • AP Calculus AB
Science - 4 semester credits (2 years required, 3 years recommended)	**Social Studies -** 6 semester credits (3 years required)
2 credits – Physical Science • Earth and Space Science **or** • Physics **or** • Chemistry	**2 credits** – • World History, Geography & Economics **or** • AP World History Modern
2 credits – Life Science • Biology • Marine Biology	**2 credits** – • US History **or** • Honors US History **or** • AP US History
Optional 3rd Year Credits – • Honors Chemistry **or** • AP Environmental Science	**1 credit** – • Government **or** • AP US Government and Politics
	1 credit – • Economics
Physical Education - 4 semester credits	**Pathways Portfolio -** 1 semester credit
• Physical Education 1-4	• Pathways Portfolio **or** • Career Explorations 1-2 **or** • Completed Career Pathway with Capstone Course **or** • Approved college credit course

<table>
<tr><td colspan="3">Electives Credits - 9 semester credits</td></tr>
<tr><td colspan="3">• Students have the option to choose from a wide range of general elective options but <u>must</u> include at least one semester of Personal Finance beginning with the graduating Class of 2031
• UC/CSU: 2 credits – Approved electives in same area</td></tr>
<tr><td colspan="3">World Languages and Visual and Performing Arts (VAPA) –
2 semester credits</td></tr>
<tr><td colspan="2"><u>Option 1</u>:
2 credits –
• World Language electives (same language)</td><td><u>Option 2</u>:
2 credits –
• VAPA electives</td></tr>
<tr><td colspan="3"><u>UC/CSU Option</u>:
4 credits –
• World Language electives (all semesters same language; 2 years required, 3 recommended)
2 credits –
• Visual and Performing Arts electives (both semesters need to be the same course)</td></tr>
<tr><td colspan="3">Career & Technical Education (CTE)/Service Learning/
Work Experience Education (WEE)
2 semester credits</td></tr>
<tr><td><u>Option 1</u>:
2 credits –
Career and Technical Education</td><td><u>Option 2</u>:
2 credits –
Service Learning
(120 hours total of community service)</td><td><u>Option 3:</u>
2 credits -
Work Experience
(240 hours of paid employment approved by a School Counselor)</td></tr>
<tr><td colspan="3">Grade Point Average (GPA)</td></tr>
<tr><td colspan="3">All students must have a weighted GPA of 2.0 or higher in scholarship based on coursework completed in grades 9-12.</td></tr>
</table>

Subject to appropriations by the State, the Charter School complies with requirements under AB 101 to offer a one-semester course in ethnic studies and require that students complete the same as a graduation requirement commencing with students graduating in the 2029-30 school year.

The Charter School complies with requirements under AB 2927 to offer a one-semester course in personal finance by the 2027-28 school year and require that students complete the same as a graduation requirement commencing with students graduating in the 2030-31 school year.

PROFESSIONAL DEVELOPMENT

The Charter School is dedicated to the professional growth of all of its employees and provide a very comprehensive professional learning system for its faculty and staff based on student achievement

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

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

1. **Ethical Responsibilities and Strategic Planning**
    a. Quarterly All Staff Meetings
    b. Quarterly Safety Ambassador Meetings
    c. Monthly Instructional Meetings
    d. Mandated Trainings: Blood Borne Pathogens, Child Protective Services, Epinephrine Delivery System, and AED Trainings, Opioid Overdose Response Protocols, Sexual Harassment Prevention, Workplace Violence Prevention, Referral Protocols, McKinney Vento, Signs of Suicide, teacher training for the LGBTQIA+ community, and Title IX Coordinator Training.
    e. Executive Studies on Educational Leadership
    f. Leadership Meetings
    g. Youth Mental Health First Aid Responder Training
    h. Resource Center Professional Learning Communities
    i. Special Education Compliance Communities of Practice
    j. Human/Sex Trafficking Prevention
2. **Curriculum Content Training**
    a. Core Content: Math, English Language Arts, English Language Development, Science, Social Studies, Career Technical Education, and World Language: Spanish, French, and German
    b. Visual and Performing Arts: Art, Drawing, Photography, and Music Appreciation
    c. Gifted and Talented Education: ASC offers cohort trainings to the teachers to meet the

academic needs of this group of learners

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

3. Student Engagement

a. Post-High School Pathways Training consists of Naviance training, guest speakers from two- and four-year colleges/universities, the military, and industry.
b. Student Access and Support Services Department offers social-emotional learning trainings, trauma-informed practices in schools trainings, suicide prevention/ intervention/ postvention trainings, and literacy training specifically designed for EL students.
c. Partnerships include visiting guest speakers and various educational, medical, and industry entities.
d. Healthy Youth Department provides information on pre- and post-medical care and resources for pregnant/parenting students, health and wellness trainings, and California Healthy Youth Act (CHYA) instruction.
e. Family Learning Series webinars that are geared toward understanding College and Career Readiness opportunities, such as AP, articulation, and dual enrollment courses.
f. Family Learning Series trainings for parents of English Learners and parents of students with disabilities.

4. Workforce Efficiency and Effectiveness

a. Canvas/Mastery Connect Training and School Pathways - Learning Management System and Student Information System

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

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

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

ACCREDITATION, TRANSFERABILITY OF COURSES, AND NOTICE TO PARENTS

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

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

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

ASC received approval of NCAA approved courses from the National Collegiate Athletic Association

Students will receive information to complete the FAFSA and/or California DREAM Act application through ParentSquare, at least once before they enter grade 12.

CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES

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

PLAN FOR STUDENTS ACHIEVING BELOW GRADE LEVEL

ASC's **Multi-Tiered System of Supports ("MTSS")** engages high-risk students in participating and excelling in school **(Appendix Z)**. ASC identifies students who are below grade level immediately upon enrollment. At the first student appointment, ASC administers the Measures of Academic Performance English Language Arts and Math surveys. Counselors review these academic proficiency results along with academic history and records to assess student overall achievement levels and inform the creation of the **Pathways Personalized Education Plan ("PPEP")** and the initiation of MTSS. ASC's goals in implementing the tiered system of supports are to increase student engagement and increase student achievement for students who are achieving below grade level. The following components of tiered supports are targeted towards high-risk students:

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

Social Emotional Learning Program:

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

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

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

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

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

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

Student and Family Services and Supports through partnerships: Established partnerships that are community-based and free or reduced cost are provided to students as part of their Pathways Personalized Education Plan ("PPEP"). The Counselor facilitates appropriate referrals and resources for each student.

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

PLAN FOR STUDENTS ACHIEVING ABOVE GRADE LEVEL

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

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

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

Each IGP incorporates essential elements of gifted education:

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

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

Please see Altus Schools Coastal's GATE Plan **(Appendix P)**.

PLAN FOR ENGLISH LEARNERS

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

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

Please see ASC's English Learner Plan **(Appendix Q).**

English Learner Identification

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

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

English Learner Assessment

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

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

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

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

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

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

English Learner Reclassification

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

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

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

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

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

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

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

Observation Protocol for Teachers of English Learners (OPTEL)

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

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

Parent Consultation

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

Monitoring Reclassified Fluent English Proficient Learners

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

- ELPAC scores

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

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

Intervention measures may include:

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

Comprehensive English Language Development Program

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

In accordance with the California Department of Education guidance on English Learners participating in an independent study program, Title 5 California Code of Regulations Section 11309, and Education Code sections 51747(e); the Altus Schools ELD program provides opportunities for **live interaction** with certificated staff, as well as **synchronous and asynchronous instruction** according to grade level guidelines:

- Grades K-3: opportunities for daily synchronous instruction
- Grades 4-8: daily live interaction and weekly synchronous instruction
- Grades 9-12: weekly synchronous instruction

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

Teachers are specifically trained on ELD standards and research-based instructional strategies including Specially Designed Academic Instruction in English ("SDAIE"), the Sheltered Instruction Observation Protocol ("SIOP") Model to make content comprehensible for English Learners and WRITE Institute focused techniques. The SIOP Model is a research-based framework for planning and delivering instruction that has been empirically validated as a model of sheltered instruction to make grade level content accessible to English Learners while also helping them to develop academic English proficiency. The WRITE Institute is a national Academic Excellence model for professional development that supports schools with systemic Literacy implementation. WRITE provides research-based professional learning and curriculum, including a focus on the specific needs of English learners and multilingual learners. Instructional strategies that are commonly embedded into curriculum and utilized in tutoring sessions include: building on prior knowledge, explicitly teaching comprehension strategies, vocabulary, text and language features, sequencing texts and tasks, rereading, structuring discussions, and utilizing supportive tools such as graphic organizers, charts, diagrams, and outlines. The Charter School offers EL students many language supports including audio translation of text, explicit instruction of academic vocabulary, Closed Captioning of instruction, and close reading of text. Supplemental instructional platforms, such as BrainPOP and Achieve3000, are utilized to offer differentiated instruction with embedded tools that provide access to content learning, such as informational articles provided at students' individual reading levels, language supports, writing frames, engaging animated visuals, and explicit instruction of academic content.

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

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

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

English learners have the same access to the education programs and services as native English-speaking students. At ASC, a lack of proficiency in English is not be a barrier to enrollment in courses meeting the A-G requirements or in AP/Honors classes in subject areas other than English. English Learners also have access to the Early College Credit program, in which they can earn college credits through dual enrollment and by completing articulated coursework. Students are placed in these

courses according to the PPEP, teacher recommendation, and the approval of the Learning Lead and Counselor.

English learners have equitable access to the same education programs and services as native English-speaking students, including special education services. In making the determination of eligibility for special education services, English proficiency is not a determining factor for establishing that a child has a disability. Students who are identified as English learners have an opportunity to be assessed for special education in their native language.

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

PLAN FOR STUDENTS WITH DISABILITIES

General Overview

Altus Schools Coastal is compliant with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504, the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Act ("IDEA").

The Charter School is an independent local educational agency ("LEA") for purposes of special education, and a member of the El Dorado County Charter Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). In 2008, Altus Schools Charter School of San Diego, became one of the earliest partners of the El Dorado County Charter SELPA in less than a year after the SELPA began operation. Altus Schools Coastal is a member in good standing.

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

The Charter School is solely responsible for its compliance with Section 504 and the ADA. The facilities by the Charter School are accessible for all students with disabilities.

The Charter School is strongly committed to serving the needs of all students enrolled in its program. Students with an IEP, including students with mild/moderate and moderate/severe disabilities and support needs, are welcomed and supported. ASC works closely with SELPA to coordinate services locally. ASC representatives attend SELPA organizational meetings on a monthly basis. These meetings are designed to ensure compliance in the program administration, delivery of service, and fiscal management. Fully credentialed Education Specialists, including personnel appropriately

authorized to serve students with mild/moderate and moderate/severe disabilities, are hired locally and as direct ASC employees, and provide Specialized Academic Instruction ("SAI") to students who have been identified as requiring the service as part of their Free and Appropriate Public Education ("FAPE"). SAI is provided for each student by an Education Specialist either in-person or through distance learning methods such as virtual video conference. Special Education related services are contracted locally. Related services include, and are not limited to, Speech and Language services, Occupational Therapy, Physical Therapy, Educationally Related Mental Health Services, Vision Therapy, and Social Work services. These services are provided by CDE-certified Non-public Agencies ("NPAs") and Non-public Schools ("NPSs") and are also be delivered either in-person or through distance learning methods. Contracts with these providers assure adherence to all federal, state, and local requirements for special education compliance during the term of the agreement. SELPA training and professional development for special educations staff is conducted in San Diego County. Facilities are compliant with IDEA requirements.

Curriculum is adjusted to ensure full accessibility and standards-based instruction and is differentiated for each student through integrated learning platforms. For students with mild/moderate and moderate/severe disabilities, instructional materials, assignments, assessments, communication methods, and learning activities are adapted or modified, as required by the students IEP, to provide meaningful access to instruction. Education Specialists check in with students regarding academic progress and engagement via digital forms, surveys, screencast videos, virtual resource center events, and additional online communication. Education Specialists consult with general education teachers to implement accommodations and modifications in core curriculum and to customize curriculum to ensure accessibility through principles of UDL.

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

ASC is a personalized flex-based instructional model that includes a variety of tutoring session options for academic support. Within this model, the Charter School offers various educational pathways for students with special needs. The Education Specialists collaborates with general education teachers, contracted service providers, and parents to create a PPEP for each student to meet their postsecondary goals. The Charter School encourages parents and students to meet with the educational team frequently to communicate changing educational goals and interests.

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

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

maps, T-charts, Venn diagrams, flow charts, timelines, and sequence graphics) are included in instruction, tasks, and assignments.

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

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

ASC exercises the flexibility to design and implement an inclusive educational program that serves students across a range of disabilities and support needs, including students with mild/moderate disabilities with moderate/severe disabilities. The nature and level of special education instruction, related services, accommodations, modifications, assistive technology, behavior supports, learning lead support, paraprofessional assistance, and other supplementary aids and services are individualized through the IEP process. ASC educates students with disabilities alongside their nondisabled peers to the maximum extent appropriate and provides services in the least restrictive environment determined by the IEP team. When an IEP team determines that a student requires a specialized program, service, or educational placement that ASC is unable to provide within is personalized flex-based instructional model, ASC engages the SELPA and works collaboratively with the student's parent or guardian and the IEP team to identify and arrange an appropriate program, service, or placement consistent with the student's IEP and applicable law.

Section 504 of the Rehabilitation Act

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

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

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

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

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

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

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

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The School Coordinator ensures 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 is reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

SERVICES FOR STUDENTS UNDER "IDEA"

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

ASC shall provide special education instruction and related services to all eligible students enrolled in the Charter School, including students with mild/moderate and moderate/severe disabilities, in accordance with the IDEA, Education Code requirements, and applicable policies and practices of

the SELPA. The services, supports, and placement provided to each student shall be based on the student's individual needs and determined through the IEP process.

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

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

Staffing

All special education instruction and related services at ASC shall be delivered by individuals or agencies appropriately credentialed, licensed, certified, or otherwise qualified to provide the required special education services as required by the Education Code and the IDEA, applicable credentialing requirements, and SELPA policies and procedures. Charter School shall employ or contract with Education Specialists and other personnel who possess authorization appropriate to the disabilities and support needs of the students they serve, including personnel qualified to serve students with mild/moderate and moderate/severe disabilities. Charter School staff shall participate in SELPA in-service training and other professional development relating to special education, inclusive practices, assistive technology, behavioral supports, and the needs of students requiring mild/moderate or moderate/severe special education services.

The Charter School shall be responsible for the hiring, training, supervising, and employing or contracting with the personnel necessary to provide the special education instructions, related services, supplementary aids, and supports identified in students' IEPs. Such personnel may include, without limitation, Education Specialists authorized to serve students with mild/moderate or moderate/severe disabilities; paraprofessionals; resource specialists; speech-language pathologists; occupational therapists; physical therapists; behavioral service providers; psychologists; counselors; social workers; and other appropriately qualified itinerant or related service personnel. Staffing levels and assignments shall be based on individual student needs and IEP requirements rather than disability labels alone. The Charter School shall ensure that all special education personnel hired or contracted by the Charter School satisfy applicable legal requirements and SELPA qualification standards.

Notification and Coordination

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

Identification and Referral

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

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

Assessments

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

IEP Meetings

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

IEP Development

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

IEP Implementation

ASC is responsible for all school site implementation of the IEP. As part of this responsibility, Altus Schools Coastal shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special

education students. The Charter School shall also provide all home-school coordination and information exchange. For students with mild/moderate and moderate/severe disabilities, ASC shall provide or arrange for the curriculum, instructional materials, accommodations, modifications, assistive technology, specialized equipment, behavioral and communication supports, paraprofessional assistance, related services, and other supplementary aids and services necessary to implement the student's IEP and provide FAPE.

Interim and Initial Placements of New Charter School Students

ASC shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School provides 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 ASC shall adopt the previously approved IEP or develop, adopt, and implement a new IEP that is consistent with federal and state law.

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

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

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

Non-discrimination

It is understood and agreed that all children shall have access to Altus Schools Coastal and no student shall be denied admission or 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

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

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

Due Process Hearings

ASC may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall work with the SELPA and family of the student in order to reach an agreement.

SELPA Representation

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

Funding

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

Element B: Measurable Pupil Outcomes

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

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

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

STUDENT OUTCOMES

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

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

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

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

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

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

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

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

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

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

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

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

The Charter School affirms that "benchmark" skills and specific course-level skills will be developed.

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

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

Funding Formula. Each of the Charter School's goals, actions, and measurable outcomes are listed below, along with the specific metrics that are used to monitor progress toward achieving these goals.

Local Control and Accountability Plan

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

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

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

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

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

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

Applicable Student Groups: All

a) School staff administer **NWEA MAP Growth** assessments during the fall and spring semesters to **measure individual student academic growth** throughout the school year. By analyzing longitudinal data, educators identify specific learning trajectories and implement targeted adjustments to curriculum and instructional strategies. This focus on measurable progress ensures that interventions are precisely calibrated to close achievement gaps and support the continuous academic advancement of all students.

b) School staff administer **Smarter Balanced Interim Assessments** to students in middle school and grade 11 during the fall semester (by Winter Break). Teachers collaboratively analyze assessment results to identify gaps in student understanding of priority standards. Based on this analysis, teams adjust instruction, implement targeted interventions, and monitor student progress through ongoing formative assessments and academic performance data.

c) Teachers use the **California Educator Reporting System** (CERS) to analyze student performance data, identify learning gaps, and develop targeted instructional strategies to address the diverse academic needs of all students. This data-driven process supports improved achievement and equitable success in core subject areas.

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

e) Teachers use student data from **Naviance**, focusing on career exploration, college interests, and learning styles, to inform instructional planning. By integrating these insights, teachers will design personalized and engaging learning experiences that connect academic content to students' goals and aspirations.

f) **Data and Assessment Department staff** systematically collect and analyze key student achievement metrics, including participation, chronic absenteeism, credit completion, potential dropout rates, AP course performance, and Naviance student confidence. Findings are synthesized and shared in Monthly Storybooks to inform site leaders, support data-driven decision-making, and guide continuous improvement efforts across resource centers.

1.2 English Learner Assessment and Support Framework

Applicable Student Groups: English Learners

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

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

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

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

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

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

g) To fully meet the needs of the educational program, instructional staff provide engaging and dynamic Designated ELD instruction. Utilizing **Summit K12** and blended courses, this personalized instruction fosters essential language skills for content learning, with content and delivery specifically aligned to each student's grade, proficiency, and individual learning needs.

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

1.3 Personalized Academic Instruction and Support for All Students

Applicable Student Groups: All

a) To enhance student learning and support, Human Resources staff prioritize hiring **Resource Center Associates, Learning Associates, and Certificated Teacher Resources**. These staff members provide tutoring, deliver timely feedback on student learning, and perform essential instructional support functions within the Resource Centers to reinforce instruction and promote academic achievement.

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

c) **Teachers develop and maintain Pathways Personalized Education Plans** (PPEPs) for each student, using educational records, assessment data, academic progress, and postsecondary goals to inform instruction, monitor growth, and support individualized student success.

d) Instructional staff use the **School Pathways Student Information System** (SPSIS) to streamline student support processes by documenting attendance, tracking MTSS interventions, monitoring academic progress, and recording grades, ensuring consistent data management and informed instructional decisions.

e) **Counselors** collaborate with students, parents, and teachers to develop **personalized graduation plans that outline multiple pathways to a diploma or equivalent**. Through ongoing counseling and academic advising, counselors support students in setting goals, selecting appropriate coursework, and accessing resources that promote high school completion and successful transitions to college, career, or other postsecondary opportunities.

f) **Teachers provide live, small-group instruction** to deliver individualized skill development and support student mastery of course objectives and content standards. These sessions promote peer-to-peer discourse, strengthen academic engagement, and foster a sense of school community and belonging through interactive and collaborative learning experiences.

g) Instructional staff implement **Spring Academies** in April for middle school and grade 11 students, providing targeted instruction and test preparation in Math and ELA. These academies reinforce key skills and knowledge aligned with state assessment claims and targets, helping students strengthen proficiency and readiness for academic success.

h) **Learning Leads and school administrators** provide ongoing support and guidance to ensure effective implementation of the **Multi-Tiered System of Supports** (MTSS). They facilitate timely, data-informed interventions that address the diverse academic, behavioral, and social-emotional needs of all students, and systematically monitor and analyze the impact of these interventions to promote continuous improvement and equitable student outcomes.

i) Instructional staff plan and facilitate personalized, academically focused **field trip experiences** that connect Resource Center learning to real-world applications. These experiences align with students' career and college pathway interests, broadening their understanding of academic concepts while supporting exploration of future educational and career opportunities.

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

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

1.4 Targeted Math Interventions and Resources

Applicable Student Groups: All

a) Using data analysis, the **Math Study Group** identifies and prioritizes essential math standards and conceptual themes to inform daily instruction, guide targeted interventions, and strengthen student understanding and achievement throughout the school year.

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

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

d) To improve student performance on the Summative SBA mathematics, particularly for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. To address this, we are **implementing IXL Math**. This platform offers personalized learning paths, immediate feedback, and motivational rewards to enhance student math proficiency. By leveraging IXL's adaptive technology, we aim to accelerate learning and effectively target areas of

weakness, significantly improving student outcomes and directly contributing to learning recovery for these targeted student groups.

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

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

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

a. **Learning Leads and school administrators** provide ongoing coaching and support to teachers to strengthen the effective delivery of instruction and ensure equitable learning outcomes for high-risk student groups. This support includes guidance on implementing the school's **Multi-Tiered System of Supports (MTSS) with fidelity**, promoting data-driven instruction, targeted interventions, and consistent monitoring of student progress.

b. To increase graduation rates, the school enhances student support services by adding **instructional staff**, including Resource Center Associates, Learning Associates, and Certificated Teacher Resources. These additional team members provide targeted tutoring and academic assistance to address individual learning needs, ensuring that high-risk students complete required coursework, recover credits as needed, and make steady progress toward earning their diplomas.

c. Our Annual Performance Review, which included analysis of SBA results and the Graduation Rate reported in the California School Dashboard, identified the need to improve student academic performance in ELA and Mathematics and increase on-time graduation rates. To address these areas, we are partnering with a **community-based organization for high-dosage tutoring** throughout the school week. This tutoring is designed to target unique learner needs, focusing on developing effective study habits and accelerating Math and ELA growth. This approach directly supports improved academic outcomes and contribute to closing identified learning gaps.

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

e. To drive increased graduation rates, the **Student Access and Support Services (SASS) Division focuses on removing barriers to student success**. Through close collaboration with school staff, SASS staff identify and address the holistic needs of individual students, particularly those facing unique challenges. This includes coordinating academic support, social-emotional resources, and family assistance, ultimately creating a supportive environment that empowers all students to achieve graduation.

f. **Implement the Advancement Via Individual Determination (AVID)** program with high fidelity to cultivate essential "college-going" behaviors. This includes the systematic integration of **WICOR strategies** (Writing, Inquiry, Collaboration, Organization, and Reading) across the curriculum to enhance critical thinking and deepen content mastery. By fostering these rigorous learning habits, the program ensures students develop the academic self-management and literacy skills necessary for long-term **college and career readiness**.

1.6 Academic Instruction and Support for Students with Disabilities

Applicable Student Groups: Students with Disabilities

a) **Special Education (SPED) staff** implement a system of frequent IEP implementation and progress reviews to facilitate timely instructional and service adjustments and ensure personalized learning for all students with disabilities. Reviews verify alignment among IEP services, accommodations, present levels, and IEP goals, with documented follow-up actions, including IEP amendments when warranted, enabling responsive and effective educational support.

b) **Special Education Learning Lead** provides ongoing coaching and technical assistance to support procedural compliance and high-quality specialized instruction for students with disabilities, including case consultation, review of IEP implementation and progress monitoring practices, and targeted support to strengthen IEP quality and instructional alignment.

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

d) Provide ongoing professional development for all staff members, including annual training and onboarding for new staff, to ensure understanding of **FAPE requirements**, IEP implementation responsibilities, and instructional practices that support access to core curriculum for students with disabilities.

e) Education Specialists provide **Specialized Academic Instruction (SAI)** tailored to each student's unique learning needs and aligned to IEP goals. Instruction targets identified areas of need and include routine progress monitoring to inform instructional adjustments and ensure individualized support for students with disabilities.

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

g) To address needs identified through state and local academic and engagement data for Students with Disabilities, and to improve performance on CAASPP/state assessments and increase four-year graduation rates, the school expands its **special education support team and/or service capacity** (e.g. additional instructional support, consultation, and intervention coordination).

h) Special Education (SPED) staff offers **ongoing support and consultation to general education teachers** to facilitate the effective implementation of accommodations and

modifications within core curriculum areas.

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

j) Utilize the **California Practitioners' Guide for Educating English Learners with Disabilities** to strengthen instructional planning, accommodations, and progress monitoring to ensure effective instruction for dually identified students.

k) The **progress of students with disabilities is systematically monitored through data-driven assessments**, allowing for timely and targeted adjustments to their intervention strategies. This process ensures that interventions are responsive to their unique needs and promote optimal learning outcomes. Progress on Goals reports are sent at the end of every semester.

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

Applicable Student Groups: English Learners

a) An analysis of English Learner performance metrics, including data related to Long-Term English Learners, Newcomers, and Reclassified Fluent English Proficient (RFEP) students, has informed our instructional strategy. To ensure adequate academic progress, instructional staff utilize **Ellevation as a comprehensive monitoring system**.

b) **Instructional staff conduct comprehensive annual progress monitoring** for all English Learners, including Newcomers, LTELs, at-risk LTELs, and RFEP students. This oversight includes a dedicated formal monitoring window and quarterly data analysis during PPEP Phase Meetings (July, October, January) to ensure timely academic interventions.

c) To streamline teacher workflows, school leadership takes steps to **integrate the Summit K12 curriculum with the Ellevation platform**, creating a centralized dashboard for monitoring English Learner progress. This integration provides teachers with real-time, actionable data on language development, reducing administrative tasks and allowing for more targeted instructional support.

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

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

f) **Data and Assessment Department staff prepare a Monthly Storybook that summarizes English Learners** performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the decision-

making progress related to instruction, curriculum, equity/inclusion, and professional learning systems.

g) School administration implement a monitoring system for English Learners who meet the reclassification criteria throughout the school year. By leveraging the Ellevation platform, school staff promptly identify students who are eligible for reclassification and conduct reclassification windows three times per year when assessment data is available.

Expected Annual Measurable Outcomes:

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

- **Student Confidence Survey –** Greater than 90%

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

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

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

2.1 Dynamic, Engaging and Standards-Aligned Curriculum

Applicable Student Groups: All Students

a) To elevate student engagement and academic outcomes, the school conducted a comprehensive evaluation of student achievement and engagement data and actively listened to the insights of students and teachers. Based on these findings, the school develops a tailored **Learning Management System (LMS) on the Canvas platform**. This initiative is focused on integrating evidence-based pupil support to address other barriers to learning, designing and implementing interactive content and engaging activities that directly support student learning, promote academic growth, and improve overall achievement.

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

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

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

e) APAC ensures course alignment with **UC A-G, College Board, and NCAA requirements** to maximize student college and athletic eligibility.

f) **CTE Department Leads** review and align all CTE course content, learning outcomes, instructional hours, and assessments to the **articulation requirements** of partner postsecondary institutions to ensure students are eligible for formal college credit upon course completion.

g) APAC develops and enhances curriculum and instructional resources that integrate **culturally and linguistically responsive content and activities.**

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

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

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

a) The school provides **Chromebooks and internet services** to students and families lacking reliable home technology, ensuring equitable access to the instructional program and digital learning resources. This initiative directly supports continuity of learning and reduces technology-based barriers that hinder academic participation.

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

c) The school implements **Achieve3000** as a differentiated literacy intervention, delivering personalized reading instruction aligned to each student's Lexile level to accelerate literacy growth and deepen content knowledge among English Learners and struggling readers. This program supports measurable reading gains within the school year by meeting students where they are and progressively building their language, comprehension, and foundational literacy skills.

d) An analysis of English Learner student achievement data has revealed the need for targeted language and content support. In response, instructional staff utilize **BrainPop and BrainPop ELL**, a web-based supplemental English language learning platform. This provides ELL-specific support, explicit instruction of grammar concepts, academic vocabulary, and access to content area knowledge.

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

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

Applicable Student Groups: All Students

a) Curriculum and Professional Learning staff conduct regular reviews and updates to the course offerings list, ensuring alignment with current admission requirements, industry standards, and enlistment criteria across **college, university, career, and military pathways**. This ongoing process ensures students have access to a relevant and rigorous course catalog that supports their individual postsecondary goals.

b) **School staff** maintain the delivery of **CTE courses and certification programs** to ensure continued alignment with the **California CTE Model Curriculum Standards**. This action focuses on the sustained integration of rigorous, industry-validated content that prepares

students for post-secondary transitions. By providing consistent access to these specialized pathways, the school ensures that all students—particularly unduplicated student groups—have a stable and reliable route toward attaining **industry-recognized certifications** and technical proficiency.

c) School staff organize and facilitate an annual **College and Career Week**, providing students with direct access to college representatives, industry professionals, and military pathway advisors through informational presentations, panel discussions, and hands-on workshops. This event broadens student awareness of postsecondary options and supports informed decision-making around college, career, and military pathways.

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

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

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

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

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

i) **Track and analyze Early College Credit participation** and outcomes through a comprehensive "storybook" approach, with specific attention to diverse student populations (Grade Level Enrollment, Parent/Family Education History, Special Education, English Learners, GATE, Homeless).

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

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

l) Counseling staff actively promote and deliver instruction on work-based learning opportunities, including the **Work Experience Education Program and Service Learning**, helping students understand the academic, professional, and personal benefits of real-world experience. This initiative ensures students are informed of available pathways and equipped to pursue meaningful career preparation opportunities aligned with their individual goals.

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

placement.

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

Expected Annual Measurable Outcomes:

- **Availability of standards aligned instructional materials to every student –** 100%
- **Provide all students with access to a broad course of study, including Social Studies, English, Mathematics, Lab Science, World Language, Visual & Performing Arts, College Preparatory Electives, General Electives, Health, Physical Education, Career Technical Education –** 100%
- **Design and implement programs and services to pupils with exceptional needs that promote successful transitions to college/career pathways and support the development of social-emotional skills –** 100%
- **Design and implement programs and services to unduplicated students that promote enrollment in college/career focused courses, successful transitions, and social-emotional skill development –** 100%
- **Increase the annual number of students completing college credit courses–** Increase annually
- **Maintain a comprehensive selection of college-aligned Advanced Placement and Honors course offerings –** 20 course offerings
- **Maintain High-Quality and relevant established CTE Career Pathways-** At least 11 CTE Pathways
- **Core Courses are aligned to CCSS** – 100%
- **Science Courses are aligned to NGSS** – 100%
- **ELA and Social Science Courses are aligned to ELD Standards** – 100%
- **Core Courses are UC A-G approved** – 100%
- **CTE Courses are aligned to CTE Model Curriculum Standards** – 100%
- **Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway** – Establish baseline results and exceed annually
- **Increase the annual percentage of All Students and Student Groups completing A-G requirements for entrance to the UC or CSU** – Establish baseline results and exceed annually
- **Increase the annual percentage of All Students and Student Groups completing A-G requirements AND at least one CTE Career Pathway -** Establish baseline results and exceed annually
- **Increase the annual number of All Students and Student Groups passing AP exams with a score of 3 or higher** - Establish baseline results and exceed annually
- **Maintain a compliant and accessible Work Experience Education (WEE) Program** – Fully compliant and accessible WEE Program

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

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

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

3.1 Professional Learning Focused on Improving Academic Performance for All Students

Applicable Student Groups: All Students

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

b) **Altus University (AU) provides professional learning** designed to enhance teacher effectiveness in implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and English Language Development (ELD) Standards in ways that foster high levels of student engagement consistent with the 5D+ Teaching and Learning Framework's Dimension 5D; Purpose, ensuring students understand the relevance of their learning to real-world postsecondary and career pathways, ultimately improving student motivation, persistence, and academic outcomes.

c) Continue to expand and refine Altus University professional learning sessions integrated within **Canvas**, including the New Teacher Training Series, professional growth opportunities, and mandated annual trainings. This integration streamlines participation tracking, enhance collaboration and resource sharing among staff, and provide a centralized platform for continuous professional learning and development.

d) Recognizing the importance of customized training and leveraging individual strengths, as directly requested by staff and administrators, the school provides access to the **Clifton Strengths** assessment. This program helps provide employees with a clear understanding of their unique strengths. Professional development is tailored to focus on applying these strengths to enhance instructional practices, improve teaching and learning, and ultimately drive positive student outcomes by fostering a more effective and collaborative learning environment.

e) To ensure the high-quality implementation of professional development, Learning Leads and administrators conduct a structured cycle of formal observations anchored in the **5 Dimensions of Teaching and Learning (5D) framework**. Using a standardized 5D rubric, observers provide teachers with evidence-based, actionable feedback during post-observation conferences. This process fosters a culture of continuous improvement, specifically measuring how effectively professional learning is translated into classroom practice to enhance student engagement and intellectual rigor.

f) Altus University (AU) provides professional learning to increase **staff knowledge of CTE standards and instructional strategies**. This strengthens CTE programs and improve student transitions to post-secondary education and employment.

g) Altus University provides instructional staff with professional learning focused on maximizing student performance on the **California Science Test** (CAST). Training emphasizes effective integration of the Next Generation Science Standards (NGSS) into daily instruction, data-driven analysis of academic results, and targeted strategies to strengthen students' scientific understanding and inquiry skills.

h) Altus University provides instructional staff with professional learning on **integrating the visual and performing arts** into academic instruction. This training promotes creativity, engagement, and deeper comprehension of core academic content through arts-based learning experiences.

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

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

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

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

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

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

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

p) Based on feedback from instructional staff and school administrators, who emphasized the necessity of an educational approach that recognizes the importance of incorporating students'

cultural and linguistic backgrounds into their learning experiences and valuing their diverse backgrounds as assets in the classroom, Altus University provides training on **culturally and linguistically responsive teaching and learning**. This training provides teachers with the tools and mindset shifts necessary to increase student engagement and learning outcomes.

q) Targeted Professional Growth Training (PGT) to **support teacher growth and address areas identified for improvement** in annual performance evaluations.

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

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

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

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

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

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

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

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

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

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

d) After analyzing EL student performance on SBAs and graduation rates, the school identified this population as requiring ongoing and specialized support. To provide learning recovery programs for ELs and professional learning, instructional staff access the **Ellevation Strategies platform**. This platform offers **personalized, on-demand professional learning modules and instructional activities**. These resources include research-based strategies and differentiated instruction techniques, all connected to real-time EL data, enabling targeted and data-informed instruction, and improving performance outcomes.

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

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

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

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

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

j) To accelerate learning for English Learners, leverage **Professional Learning Communities** (PLCs) to examine the ELD program, analyze student data, plan targeted instruction, and implement effective family engagement strategies.

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

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

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

b) The school develops a **strategic partnership with a mathematics expert or organization** to provide sustained, research-based professional learning focused on culturally responsive instructional practices and the use of a multi-representational framework for teaching mathematics. This work emphasizes evidence-based instructional strategies that promote peer-

to-peer academic discourse, strengthen conceptual understanding through multiple representations, and improve overall student achievement in mathematics.

c) The school implements a **Math Study Group** to facilitate collaboration and in-depth discussion among educators on effective instructional and intervention strategies for personalized flex-based learning environments. The group focuses on designing and analyzing high-quality math tasks, refining questioning techniques, and using learning evidence to make informed instructional decisions, all with the goal of improving student understanding and achievement in mathematics.

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

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

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

g) An analysis of student math performance data revealed the need for a supplemental, targeted mathematics platform, along with training and support for effective implementation. To accelerate progress and close learning gaps through evidence-based learning supports, the school utilizes **IXL Learning**. IXL provides comprehensive training and sustained support to instructional staff to ensure effective program integration.

Expected Annual Measurable Outcomes:

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

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

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

Aligned to State Priority 6 (School Climate)

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

4.1 Safe and Supportive School Environment for All Students

Applicable Student Groups: All Students

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

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

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

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

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

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

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

environment.

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

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

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

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

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

m) Instructional staff receive training in trauma-informed, culturally relevant, and equity-centered best practices to better support students who are **BIPOC, in foster care, or experiencing homelessness**. This training also prepares staff to recognize signs of mental health needs and understand the steps for submitting a referral to the school's Healthy Youth School Therapist.

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

Applicable Student Groups: All

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

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

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

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

e) To support early intervention and identification of behavioral health needs, the Student Access and Support Services division implements **universal behavioral health screening** for students in middle and high school grades. Early identification of students who may need support allows schools to intervene before concerns escalate into more serious academic, social, or mental health issues.

f) To promote equitable access to services, the SASS division develops culturally and linguistically responsive protocols and resource maps that enhance support for students and families experiencing **grief or community-based trauma.**

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

Applicable Student Groups: Low-Income Students and Foster Youth

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

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

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

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

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

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

4.4 Collaborative Support Systems for Foster Youth

Applicable Student Groups: Foster Youth

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

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

Expected Annual Measurable Outcomes:

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

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

Aligned to State Priorities 1 (Basic Services) and 3 (Parent Involvement)

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

5.1 Strengthening Community: Communication, Support, and Access

Applicable Student Groups: All Students

a) The school enhances family engagement and communication by hosting informational events, including **Open House and Senior Night**, to provide students and families with direct access to academic program information, student support services, college and career pathway options, and graduation requirements. These events include opportunities for families to connect with counselors, teachers, and administrators, and offers multilingual support and accessible materials to ensure all families can participate effectively.

b) Altus Schools implements a comprehensive **Family Learning Series** to strengthen family capacity to support student success. The series provides families with information and resources

on advanced academic opportunities, including AP and Early College Credit, student support services, mental health and wellness, responsible technology use, and college and career pathways.

c) The school strengthens and expands its established **Alumni Community** to increase postsecondary awareness and opportunities for current students and graduates. Alumni engage through guest speaking, participation on Senior Exhibition panels, mentorship and networking opportunities, and other career- and college-connected activities that support student transition and long-term success.

d) Instructional staff use **ParentSquare** to provide timely, accessible, and consistent communication with students, parents, and families regarding the educational program. Communication includes updates on academic progress, school events, available resources, and opportunities for engagement in order to promote informed participation and strengthen the school-home partnership.

e) Maintain and enhance **AltusWAVE**, the school's centralized intranet portal, to streamline professional operations and instructional support. This platform serves as a single point of access for student data monitoring, curriculum resource library, and cross-site content sharing, while facilitating essential administrative functions such as HR services, facility requests, and professional development registration.

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

g) The school introduced a system for issuing **Microsoft365 accounts to students**, enabling access to Microsoft resources and providing Single Sign-On (SSO) functionality to enhance integration with the Altus technology ecosystem. This initiative is focused on providing equitable access to technology tools that directly supports learning recovery and removes barriers to academic engagement for unduplicated student groups.

h) The school maintains access to **AltusGo**, a web-based platform designed to facilitate streamlined Single Sign-On (SSO) for students. This system provides convenient access to vital instructional tools, resources, and support services essential to academic success.

i) The school plans to use technology platforms like DocuSign, Zoom, and Adobe to improve collaboration with educational partners. DocuSign makes signing documents easier, Zoom is the main tool for virtual meetings as well as voice and text communication within the educational community, and Adobe helps with sharing and editing documents. By integrating these tools, the school aims to build more efficient partnerships, which supports better outcomes for students.

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

k) To strengthen equitable access for non-English-speaking families, the school provides **free access to the Summit K12 language learning program to help family members** build their own English language proficiency. These efforts expand families' ability to engage confidently in their child's education and navigate school resources.

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

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

5.2 Integrating Advanced Technologies into Education

Applicable Student Groups: All Students

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

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

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

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

e) Deploy MagicSchool AI as a core instructional tool to enhance **student digital citizenship and career-technical skills**, ensuring equitable access to emerging technologies through supervised, ethically grounded curriculum integration.

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

related aerospace industries.

g) Provide students at Resource Centers with **diverse computing options**, including iPads, laptops, and desktops, to ensure **universal access** to digital curricula. This multi-platform approach supports differentiated instruction and allows students to utilize the hardware best suited to their specific learning styles, accessibility requirements, and CTE pathway goals.

h) Equip Resource Centers with **professional-grade collaboration technology suites**—including Logitech Rally bars, Scribe whiteboard cameras, and Tap control panels—to facilitate high-quality interactive instruction. By integrating these tools with ClickShare wireless systems and large-format displays, the district fosters **seamless peer-to-peer and student-to-teacher collaboration** in a modern, tech-enabled learning environment.

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

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

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

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

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

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

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

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

Expected Annual Measurable Outcomes:

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

- **Student Access & Support Services staff maintain or increase opportunities for parental and family member participation for low-income, English learners and foster youth students in trainings, advisory meetings and school events -** Maintain or expand opportunities for parental participation for low-income, English learners, and foster youth students
- **Special education staff maintain or increase opportunities for parental and family member participation for students with exceptional needs in advisory meetings, school events and conferences -** Maintain or expand opportunities for parental and family member participation for students with exceptional needs
- **Maintain connections to community partners that support the academic, physical, and social-emotional needs of students, parents, and family members** – Establish baseline and increase partners as needed
- **Parents report that Resource Centers provide innovative learning opportunities for students –** More than 90%

Element C: Methods of Assessment and Other Uses of Data

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

OVERVIEW

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

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

ASSESSMENT OF STUDENT AND SCHOOL OUTCOMES

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

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

State-Mandated Assessments

- California Assessment of Student Performance and Progress ("CAASPP") assessment system for grades 3-8 and 11 (e.g., the Smarter Balanced Summative Assessments in ELA and Math), and the California Alternate Assessments ("CAA") for ELA and Math
- California Science Test ("CAST" or CAA Science) for grades 5, 8, and grade 10, 11, or 12
- English Language Proficiency Assessment for California ("ELPAC") for grades K-12 – Initial, Summative, and Alternate ELPAC
- Physical Fitness Test ("PFT") for grades 5, 7, and 9

Local Assessments

- NWEA MAP Growth Assessments (Reading, Language Usage, and Mathematics)
- CAASPP Interim Assessments in ELA, Math, and Science
- ELPAC Interim Assessments
- Amira Learning Grades 1-2 (Dyslexia Screener)
- Multitudes Kindergarten (Dyslexia Screener)
- End-of-course examinations aligned to State Standards
- Unit tests, quizzes, and priority standards assessments
- Lexile scores
- Portfolios
- Exhibitions
- Oral presentations
- Rubrics
- Student/parent/mentor observations
- Performance-based and skill demonstrations
- Surveys

Other Key Performance Measures

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

Optional Assessments

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

Altus Schools Coastal is an active Dashboard Alternative School Status ("DASS") program complies with all applicable requirements under the state accountability system, including the California School Dashboard. Due to the special target population that Altus Schools Coastal serves, the focus is to reengage and motivate students to continue towards the achievement of their PPEP which focuses on positive student outcomes.

The evaluation and analysis of the assessments and measures above are embedded in each student's Pathways Personalized Education Plan ("PPEP"). Student performance and progress on state-mandated assessments, including the SBA in ELA and Math, the CAST, Alternative Assessments (as applicable), and the Summative ELPAC is measured annually. Local assessments (MAP Growth and Smarter Balanced Interim Assessments) are used throughout the year to determine progress toward

standards mastery. End-of-course exams, unit tests and priority standards assessments on State Standards, portfolios, exhibitions, surveys and other measures are monitored daily, weekly and/or monthly through the student's PPEP in order to individualize and target students learning needs based on strengths and opportunities for growth. As part of the PPEP, students complete surveys through Naviance that teachers can utilize to enhance engagement opportunities to keep students on track toward their post-high school plans. Optional assessment results through the PSAT, SAT, ACT and APs are evaluated to demonstrate performance and proficiency towards a student's post-high school pathway.

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

USE AND REPORTING OF DATA

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

Altus Schools Coastal uses a systematic process whereby numerous data points pertaining to student performance are measured, monitored, evaluated, and reported. The Charter School provides access to data through the Student Information System (SIS) known as School Pathways. School Pathways contains data on student achievement, programs, student history, enrollment, demographics, and attendance. Support staff have broad access to SIS, and teachers have access to student data. The system generates reports which create the internal school Storybook that are circulated to the administration, faculty, support staff, students, and parents. The Storybook is a tool to report data monthly and annually on key performances measures aligned to the State Priorities. ASC publishes the Storybook for the purpose of evaluating student outcomes and informing instructional teams and curricular departments. Teachers and Instructional Leaders evaluate data including: school participation (attendance), chronic absenteeism, credit completion rates, MAP scores, dropout rates, graduation rates, CAASPP results, ELPAC results and other measures of student achievement and engagement during monthly instructional meetings to improve the instructional and operational programs within the Charter School. Data is disaggregated by student groups, grade levels, and special populations to closely monitor the progress of socioeconomically disadvantaged students, EL students, homeless and foster youth, and students in special education programs. At the end of the year, each monthly Storybook is compiled into an Annual Storybook document used to demonstrate success and identify areas of improvement for each school year. Teachers utilize Renaissance DnA

and/or Mastery Connect's Data and Assessment platform to review priority standards assessments and unit assessments to identify continued areas of growth to assist students with standards mastery. End-of-course exam data in Renaissance DnA and/or Mastery Connect is used to evaluate instructional strategies and curriculum for any revision or enhancement needs.

Information on the educational performance and progress of students is regularly provided to all educational partners. Data is shared with parents and other community educational partners in a variety of ways. Parents receive ongoing updates through the PPEP process from the resource center teacher in the form of phone calls, progress reports, letters, ParentSquare notifications, home visits, e-mails, intervention meetings, and Master Agreement signings. Formal assessment results are shared on the Charter School's website, at parent trainings, during Open House, during School Site Council meetings, and at English Learner Advisory Committee meetings. Results are sent home to inform parents and students of their performance on assessments such as CAASPP, ELPAC and Fitnessgram. Parents and the community have access to the schools' California School Dashboard outcomes, the annual School Accountability Report Card ("SARC") posted on the Altus Schools Coastal website, the CDE's Dataquest system, and Board of Director meetings.

SARC and LCAP

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

Element D: Governance Structure

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

NON-PROFIT PUBLIC BENEFIT CORPORATION

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

The Altus Schools Southern California corporation operates the following charter schools: (1) *Altus Schools Coastal*, authorized by the San Diego County Board of Education and located in the geographical boundaries of Carlsbad Unified School District; (2) *Altus Schools North County,* authorized by Escondido Union High School District and located in the geographical boundaries of that district; (3) *Altus Schools East County*, authorized by Grossmont Union High School District and located in the geographical boundaries of that district; (4) *Altus Schools South Bay*, authorized by the San Diego County Board of Education and located inside the geographical boundaries of Sweetwater Union High School District.; (5) *Altus Schools Mirus*, authorized by Hesperia Unified School District and located in the geographical boundaries of that district; and (6) *Altus Schools Riverside County*, a countywide charter school authorized by the Riverside County Board of Education to serve students throughout Riverside County.

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

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

BOARD OF DIRECTORS

ASC is governed by the ASSC nonprofit Board of Directors ("Board," or "Board of Directors") in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

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

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

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

The following are the names and biographies of the current Board of Directors:

Wayland Myers
Board Chairperson

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

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

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

Wayland's deep understanding of how to connect with diverse audiences in meaningful, measurable ways aligns powerfully with the mission of Altus Schools: to provide well-qualified, personalized education to at-promise students through innovative, and student-centered learning models. His strategic thinking, data-driven mindset, and forward-looking embrace of artificial intelligence have helped Altus Schools strengthen its operational capacity while continuing to deliver equitable and flexible learning opportunities to students who have been historically underserved. As education continues to evolve in the digital age, Wayland's unique perspective-combining business innovation with commitment to access-helps ensure that ASC remains at the forefront of transforming public education for independent study learners. His leadership reflects a shared belief that every student deserves the tools, support and encouragement to succeed.

Chris Gordon
Board Member

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

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

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

In 2014, Chris's digital acumen caught the attention of a business mentor, leading him to join a print and promotional products manufacturing business. Over the next 8 years, Chris played a pivotal role in the company's exponential growth, tripling sales, expanding product divisions, and pioneering a robust e-commerce solution. Their innovative solutions became the preferred choice for large real estate brokerages across the country, furthering his expertise and interest in the intersection of digital innovation and physical products.

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

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

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

Chris offers valuable insight into building scalable solutions that drive meaningful outcomes-skills that align closely with Altus Schools' mission to serve at-promise students through a personalized flex-based instructional model. His leadership in developing e-commerce platforms and scaling businesses also offers strategic guidance to strengthen Altus Schools Coastal's operational effectiveness and long-term sustainability. He is a strong advocate for the students and families served by Altus Schools.

Jim Herr
Board Member

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

With Jim's extensive experience in finance, operations, and team development, he brings valuable strategic insight to ASC. His ability to sustain organizational excellence while nurturing individual potential makes him a natural partner in advancing the school's mission to create student-centered learning environments that empower students to thrive.

Cristina Stevens
Board Member

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

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

Furthermore, as a resident of Riverside County, Cristina's commitment to education led her to join the Altus Schools Board of Directors. Having personally witnessed the positive impact of Altus Schools' educational program within her own family, she is dedicated to leveraging her extensive knowledge and professional expertise to uphold the exceptional standards of education provided by Altus Schools. By actively contributing to the board, Cristina aims to guarantee that Altus Schools continue to serve as outstanding educational options for students. Cristina's blend of leadership, compassion, and real-world experience strengthens her role on the Altus School Board. She remains

committed to advancing student-centered education and supporting a school environment that empowers every learner to succeed.

Board Meetings and Duties

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

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

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

- Contracting with outside sources for operations oversight and audit.

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

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

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

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

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

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

Conflict of Interest Code and Compliance with Laws

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

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

Board Training

The Board of Directors receives training on their responsibilities with topics to include, at minimum, AB 2158-compliant ethics training, which covers the fiduciary duties, ethical principles, conflict of interest laws, and the Brown Act. Every charter school board member must receive ethics training in specified topics, and at least every two years thereafter. The course must meet the following requirements: Coverage of general ethics principles and ethics laws; Content is relevant to the official's public service (charter school board membership); Course covers core content outlined in Government Code section 53234(d)(ethics laws) and California Code of Regulations title 2, section 18371 (ethics training); Course is developed in consultation with guidance issued by the Fair Political Practices Commission and the Attorney General. Attorney General: "For in-person training, the ethics law portion of any course should be delivered by an attorney licensed to practice law in California and knowledgeable about California's ethics laws." The ASSC Board has completed AB 2158-compliant ethics training. See **Appendix KK** for the Certificate of Completion of Training.

The Board shall also receive school finance training (AB 6404), prior to the first statutory deadline in 2028 and thereafter, as required by law.

DEPUTY SUPERINTENDENT SCHOOL SERVICES

The Deputy Superintendent School Services ("Deputy Superintendent") is the instructional leader of the Charter School. The Deputy Superintendent ensures that the curriculum is implemented in order to maximize student-learning experiences and to facilitate satisfactory academic progress of all

students at the school. The Deputy Superintendent reports directly to the Superintendent School Services ("Superintendent"), and she/he is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School. The Deputy Superintendent shall be assigned to perform tasks to ensure the Charter School enacts its mission and achieves its stated goals and objectives. The Deputy Superintendent shall communicate and report to the Board of Directors as needed.

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

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

- Manage student discipline, and as necessary participate in the suspension and expulsion process;
- Participate in IEP meetings as necessary.

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

PARENT INVOLVEMENT IN GOVERNANCE

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

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

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

The Charter School shall maintain a School Site Council ("SSC") and an English Learner Advisory Committee ("ELAC"), each of which includes parent representatives. The SSC meets quarterly to review and advise on the development of the Local Control Accountability Plan, the alignment of expenditures with identified student needs, and the ongoing evaluation of the Charter School's academic program. The ELAC, in which all parents of English learners are welcomed and encouraged to participate, meets a minimum of two times per year. A major goal of the ELAC is to increase parent involvement at the school; the committee advises the school on the implementation and evaluation of instructional programs for English learners and encourages open communication with parents, including the sharing of information concerning school activities, programs, reports, and policies in the parents' primary language. Parent representatives on both committees ensure that parents have a formal, ongoing voice in school governance and program decisions.

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

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

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

Element E: Employee Qualifications

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

OVERVIEW

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

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

QUALIFICATIONS FOR ALL STAFF

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

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

All individuals employed by Altus Schools must possess qualifications, the personal characteristics, knowledge base, and successful experiences in the responsibilities identified in the posted position.

All employees must comply with the employee processing policies and procedures including, but not limited to, fingerprints, criminal records, proof of identity, right to work in the United States, and tuberculosis risk assessment.

DEPUTY SUPERINTENDENT SCHOOL SERVICES

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

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

- Ensure Altus Schools Coastal enacts its mission and vision;
- Supervise and evaluate teachers and staff;
- Communicate and report to the Superintendent or Charter School Board of Directors;
- Oversee school finances to ensure financial stability;
- Initiate, participate in, and oversee fundraising for the Charter School;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of Altus Schools;
- Interview and recommend to the Superintendent School Services and Founder, employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors;
- Complete and submit required documents as requested or required by the charter and/or Charter School Board of Directors and/or the County;
- Identify the staffing needs of the Charter School and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Hire qualified substitute teachers as needed;

- Ensure the security of the resource center(s);
- Promote the Charter School in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development;
- Attend County administrative meetings as requested by the County and stay in direct contact with the County regarding changes, progress, etc.;
- Attend meetings with the Chief Financial Officer of the County on fiscal oversight issues as requested by the County;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the ASC annual performance report, the SARC, and the LCAP;
- Manage student discipline, and as necessary participate in the suspension and expulsion process;
- Participate in IEP meetings as necessary.

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

SCHOOL ADMINISTRATOR OF INSTRUCTIONAL SERVICES QUALIFICATIONS

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

Accordingly, the minimum qualifications for School Administrator of Instructional Services are:

- Bachelor's degree from an accredited institution of higher education.
- Master's degree from an accredited university.
- Obtain Criminal Justice Fingerprint/Background Clearance through the DOJ and FBI
- California Clear Single or Multiple Subject Teaching Credential
- California Clear Administrative Services Credential

- Hold a CLAD or BCLAD Certification, or other valid El Authorization
- TB clearance
- Have knowledge of current research and best practices in use in secondary and alternative schools, current curriculum and State Standards, secondary school administrative practices, school budgeting, administration of applicable policies and supervision of personnel and possess the skills to collaboratively build consensus in groups and to maximize resources to achieve results.
- Knowledge of State Standards.
- Caring about students and their success in learning.
- Demonstrated expertise in teaching pedagogy.
- Knowledge and awareness of instructional best practices for diverse student populations.
- Innovative leader capable of following a plan/process yet coming up with new ways to get results.
- Experience in managing and synthesizing data.
- Team player capable of coaching and working alongside teachers and staff.
- Project management skills, ideally demonstrated in a high-needs school setting.
- Knowledge of curriculum development, instructional practices, and local/state assessments
- Instructional strategies to support academic growth of specific student groups
- Knowledge of Professional development creation and facilitation
- Utilization of a MTSS process to improve student engagement
- Knowledge of Independent study law and charter school compliance
- Knowledge of teacher credentialing and certificated staff qualifications
- Knowledge of state mandated programs impacting charter schools
- Experience with supervision and evaluation of certificated staff
- Knowledge of data analysis to drive instructional shifts and improvements

LEARNING LEAD QUALIFICATIONS

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

- California Clear Multiple or Single Subject Teaching Credential
- California Clear or Preliminary Administrative Services Credential (preferred)
- CLAD Certification/EL Authorization
- Clear background check by Department of Justice and FBI
- Possession of a valid California driver's license and reliable transportation
- TB Clearance
- Obtain Criminal Justice Fingerprint/Background Clearance through the DOJ and FBI

- Collaborates with the Administrator of Instructional Services on the planning, creation, implementation, training, and evaluation of the school's Instructional Plan
- Supervises, develops, coaches, and evaluates Teachers and Certificated Teacher Resources ("CTR"s)
- Coordinates and facilitates professional development sessions relating to instructional and organizational needs, which is including but not limited to, methodology, pedagogy, focused teaching, data-driven instruction, student health and wellness, conflict resolution, and professionalism
- Supports teaching staff in the development, implementation, and monitoring of the Pathways Personalized Education Plan for all students
- Meets weekly with the Administrator of Instructional Services to ensure implementation of the organization's instructional strategic initiatives to positively impact academic outcomes
- Utilizes the Charter School's Multi-Tiered System of Supports to increase student academic engagement
- Provides instructional recommendations to achieve targeted annual growth on academic assessments, including Smarter Balanced Assessments, NWEA MAP, ELPAC, and CAST
- Ensures a safe and supportive resource center environment conducive to learning and student well-being
- Monitors data and makes program instructional adjustments for all students and student groups, including English Learners, Low Income, Homeless, Foster Youth, and Special Education students
- Oversees the English Learner Plan implementation, including ELPAC administration, monitoring of LTELs and RFEP students, effective use of Designated and Integrated ELD programs, incorporation of specialized language development resources and tools into daily instruction, and ELAC community connections
- Monitors applicable compliance topics and information pertaining to Federally Funded Instructional Programs
- Collaborates with Teachers and Counselors on communication outreach to families regarding academic progress and student outcomes
- Collaborates and provide direction to teachers on effective strategies related to student recruitment, retention, and school marketing
- Conducts home visits as necessary to support teachers in enhancing student engagement
- Participates on a department with a specific focus on curriculum, college and career readiness, equity and inclusion, or data and technology systems integration
- Customarily and regularly exercise discretion and independent judgement in matters crucial to the school, teachers, and students
- Perform other duties as assigned or changed with or without notice
- Maintain consistent and regular attendance

TEACHER QUALIFICATIONS

The Charter School shall retain or employ teaching staff that holds the appropriate California teaching certificate, or permit, or other document required for the teacher's certificated assignment, issued by the Commission on Teacher Credentialing. The Charter School shall comply with Education Code Section 47605.(l), which states:

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

Teachers of English Learners at ASC are required to hold a CLAD or BCLAD certification, or an EL Authorization equivalent recognized by the CTC. These documents shall be maintained on file at the Charter School and shall be subject to periodic inspection by the County.

The most important qualifications for our teachers are:

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

Accordingly, the minimum qualifications for teachers are:

- Hold at least a bachelor's degree from an accredited institution of higher education.
- Hold a California clear or preliminary single or multiple subject teaching credential, CTC permit, or other document required for their certificated assignment
- Hold CLAD or BCLAD certification, or CTC EL Authorization equivalent
- TB Clearance
- Obtain Criminal Justice Fingerprint/Background Clearance through the DOJ and FBI

- Demonstrate subject-matter competence in the core areas in which they teach.

Additional qualifications are:

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

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

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

Job Description and Required Credential for Special Education Teachers

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

Special Education Teacher Duties:

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

- Develops educational plans for the purpose of meeting the individual needs of exceptional students.
- Evaluates students for the purpose of identifying student needs.
- Teaches/instructs students for the purpose of ensuring successful progress towards student's goals and objectives.
- Coordinates services to students for the purpose of ensuring efficient instructions and an effective cohesive program.

- Consults/collaborates with staff, parents, and agencies for the purpose of ensuring appropriate delivery of services and adherence to due process.
- Schedules services for students for the purpose of providing efficient and effective services.
- Maintains all special education records and timelines on compliance issues.

Knowledge and Abilities:

- Resource Center management strategies
- Cognitive restructuring and pro-social skills development
- Various academic assessment tools in reading, language arts, and mathematics
- Strategies for student motivation
- Instructional strategies involving computerization
- Secondary curriculum
- Cooperative learning models
- IEP process
- Laws and regulations related to special education
- Work with students from all ethnic and cultural backgrounds
- Administer, score, and interpret academic assessment testing and develop applicable goals and objectives for student services
- Provide consultant services to regular resource center teachers and ancillary staff
- Evaluate effectiveness of strategies and techniques used and adjust instruction and delivery
- Work with teachers to develop and maintain teaming/communication
- Modify core curriculum and implement appropriate teaching strategies

Required Credential and Requirements:

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

Job Description and Required Credential for Independent Study Teachers

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

Representative Duties:

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

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

Knowledge and Abilities:

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

Required Credential:

- California Single Subject and/or Multiple Subject Teaching Credential, certificate, permit, or other document required for their certificated assignment
- Master's Degree preferred

OFFICE PERSONNEL QUALIFICATIONS

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

Accordingly, the minimum qualifications for Office Personnel are:

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

Additional qualifications are:

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

BUSINESS/FINANCIAL PROFESSIONAL

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

RECRUITMENT, SELECTION, DEVELOPMENT, TRAINING, EVALUATION, AND RETENTION, CONTINUOUS IMPROVEMENT

Purpose

Altus Schools Coastal ("ASC") is committed to recruiting, developing, and retaining well qualified educators and leaders who demonstrate excellence in instruction, leadership, innovation, and service to students. ASC believes that student achievement is directly supported by a highly skilled workforce

that reflects the organization's mission, vision, and values. All employment practices are conducted in accordance with applicable federal and California laws and are designed to ensure that employees are qualified through appropriate education, credentials, training, preparation, and demonstrated competencies. Staff members are assigned only to positions for which they are appropriately qualified and prepared to serve students

Recruitment

ASC implements a comprehensive, year-round recruitment strategy to attract diverse, well qualified candidates who are committed to education excellence and student success. Recruitment activities include:

- Advertising employment opportunities through education job boards, county offices of education, universities, professional organizations, charter school associations, and leadership networks. Building partnerships with educator preparation programs, leadership development organizations, and higher education institutions.
- Recruiting candidates who demonstrate cultural competence, professionalism, collaboration, innovation, and a commitment to equitable educational opportunities for all students.
- Maintaining an ongoing pipeline of qualified candidates for instructional, operational, and administrative, and leadership positions.
- Promoting internal leadership opportunities through succession planning and leadership development programs.

Selection

ASC utilizes a structured, competency-based selection process that is designed to identify candidates whose knowledge, skills, experiences, and dispositions align with the school's mission and organizational culture. The selection process includes:

- Review of applications, employment history, credentials, certifications, and relevant experience.
- Completion of pre-employment assessments aligned with the responsibilities of the position, including job-specific knowledge or skills assessments when appropriate.
- Completion of a Work Styles Behavior Survey to evaluate workplace compatibility and identify candidates who demonstrate characteristics aligned with organizational success.
- Structured panel interviews using standardized questions aligned with the school's mission, instructional philosophy, and organizational values.
- Demonstration lessons, presentations, or performance tasks for instructional and leadership candidates, as appropriate.
- Second-level interviews with senior leadership.

- Verification of professional references, employment history, credentials, and licensure.

Criminal background clearance through the California Department of Justice, verification of employment eligibility, tuberculosis clearance, and all other legally required pre-employment requirements. Final hiring decisions are made jointly by the Superintendent of School Services and Founder and the Deputy Superintendent of School Services and Founding Director, or their designee.

Professional Development and Training

ASC believes that continuous professional learning is essential to improving instructional quality, leadership effectiveness, and student achievement. Comprehensive onboarding and ongoing professional development are provided to all employees throughout their employment.

New employees participate in a structured onboarding process that includes an individualized onboarding plan with mentoring and guided training to ensure successful implementation of the school's instructional model and educational platforms.

Professional learning opportunities include:

- New employee training and onboarding.
- Annual compliance training, including child abuse mandated reporting, student safety, ethics, sexual harassment prevention, confidentiality, and school policies. Instructional coaching, mentoring, instructional observations, collaborative planning, and professional learning communities.
- Training focused on curriculum implementation, assessment practices, instructional strategies, technology integration, culturally responsive teaching, English learner instruction, and special education.
- Leadership development opportunities for aspiring and current administrators through mentoring, coaching, executive studies, fellows' projects, and targeted leadership training.
- Participation in Altus University (AU), the organization's comprehensive professional learning system, which provides ongoing training aligned with schoolwide strategic initiatives, instructional priorities, and continuous improvement goals.
- Opportunities to participate in professional learning provided by county offices of education, the California Charter Schools Association (CCSA), California Consortium for Independent Study (CCIS), colleges and universities, and other professional organizations.

Educational technology certification opportunities, including Leading Edge Certification, to strengthen online and blended instructional practices. The school monitors participation in professional learning and evaluates the effectiveness of training through participant feedback, instructional observations, implementation of learned practices, and analysis of student outcomes. Professional development offerings are continuously refined based on participant evaluations, organizational needs, and student performance data.

Performance Evaluation

ASC implements a comprehensive evaluation system designed to promote professional growth, accountability, and continuous improvement for all employees.
Performance evaluations include:

- Clearly defined performance expectations aligned with school goals and individual job responsibilities.
- Annual individualized performance scorecards aligned with strategic initiatives and measurable performance indicators.
- Multiple measures of effectiveness, including instructional observations, instructional practices, student engagement, student achievement data, professional responsibilities, collaboration, and contributions to the school community.
- Individualized professional growth plans based on evaluation results. Additional coaching, mentoring, and Professional Growth Training for employees requiring targeted support.
- Formal and informal observations to assess implementation of instructional strategies and professional practices.

Instructional leaders regularly review organizational performance reports and student achievement data to identify trends, recognize exemplary practices, and determine additional professional learning or coaching opportunities. Employees who demonstrate exceptional performance may serve as mentor teachers, trainers, or instructional leaders to support colleagues.

School leaders are evaluated annually using performance measures related to instructional leadership, organizational effectiveness, operational management, fiscal stewardship, legal compliance, employee development, and student outcomes.

ASC intentionally cultivates future leaders by providing employees with opportunities to expand their leadership capacity through mentoring, professional learning, project leadership, committee participation, executive studies, and fellows' programs.

Employees may express interest in future assignments, leadership opportunities, and professional growth through the annual Leadership Planning process. Leadership succession planning supports organizational continuity while providing pathways for career advancement within the organization.

Retention and Continuous Improvement

School leadership annually reviews recruitment, hiring, onboarding, professional development, evaluation, and retention practices to ensure alignment with organizational goals, workforce needs, and student achievement outcomes.

Data reviewed includes recruitment and hiring outcomes, employee retention, professional development participation, evaluation results, employee feedback, and student performance data. School leadership uses this information to evaluate the effectiveness of staffing, professional

development, and leadership initiatives, make informed decisions, and continuously improve programs and practices that support employee success and student achievement.

Element F: 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 furnish the charter school with a criminal record summary as described in Section 44237.
The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3.
(ii) EducationCode Section 47605(c)(5)(F).

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

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

Procedures for Background Checks

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

Mandated Child Abuse and Neglect Reporting and Training

All employees, volunteers, contractors (whose duties require contact with supervision of students), and governing board members of the Charter School will be mandated child abuse reporters and shall follow all applicable reporting laws. For purposes of this requirement, volunteers are defined as individuals who are over 18 years of age and interact with students outside of the immediate supervision and control of the student's parent or guardian or a Chater School employee. The Charter School shall provide training all mandated reporters in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

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

Immunizations

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

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

Medication in School

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

Vision, Hearing, and Scoliosis

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

Diabetes

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

1. A description of type 2 diabetes.

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

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

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

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

Suicide Prevention Policy

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

Prevention of Human Trafficking

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

Menstrual Products

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

All Gender Restrooms

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

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

School Meals

As required by Education Code Section 49501.5, the Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period.

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

Recess

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

California Healthy Youth Act

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

Mental Health Education

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

Mental Health Information

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

Referral Protocols for Addressing Student Behavioral Health Concerns

The Board shall adopt, at a regularly scheduled meeting, a policy on referral protocols for addressing student behavioral health concerns in grades 7 to 12, inclusive. The policy shall meet the requirements of Education Code Section 49428.2, and shall be developed in consultation with Charter School and community stakeholders and school-linked behavioral health professionals, and shall, at a minimum, address procedures relating to referrals to behavioral health professionals and support services.

School Safety Plan

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

A. Child abuse reporting procedures
B. Routine and emergency disaster procedures
C. Policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
D. Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
E. A discrimination and harassment policy consistent with Education Code Section 200
F. Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
G. Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
H. A safe and orderly environment conducive to learning
I. The rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
J. Procedures for conducting tactical responses to criminal incidents
K. Procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
L. Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
M. Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
N. Procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the school site
O. A protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

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

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

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

Workplace Violence Prevention Plan

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

Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including ("HIV") and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-, Alcohol-, and Smoke-Free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

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

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's

association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and is addressed in accordance with the Charter School's anti-discrimination and harassment policies.

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

Bullying Prevention

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

Supporting LGBTQ Students

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

Safety Act

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

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

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

Transportation Services

The Charter School shall comply with the requirements of SB 88 (2023-2024) inclusive of Education Code Sections 39875, 29877, 39878, and 39879, as applicable, relating to background checks, testing, and other requirements for individuals providing transportation services for students.

Extreme Weather Policy

The Charter School develops, adopts, and implements a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

Element G: Means to Achieve Student Population Balance

Governing Law: *The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(c)(5)(G).*

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

The Charter School shall implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic, English Learner, and special education balance among students that is reflective of the general population residing within the territorial jurisdiction of the District:

- An enrollment process that is scheduled to include a timeline that allows for a broad-based recruiting and application process.

- The development of appropriate *promotional and informational materials* in languages other than English to appeal to limited English proficient populations. The development of the promotional and information materials that appeals to all the various and ethnic groups in *Element A: Educational Program under Target Student Population,* **Figure 5.** The goal is to build brand awareness, direct target to the Charter School's website and create leads for enrollment. Marketing platforms target parents with children between ages of 12-17 years old with a household annual income of under $40,000, and Spanish-speaking parents with children between the ages of 12-17 years old and with a household annual income of under $40,000. The language delivery of 60% of the marketing platforms are in Spanish. Some of the platforms are Display Ad Placements, Google Ad Search, and Social Media.

- Outreach meetings in several areas of the Carlsbad Unified School District for prospective students and parents. Based on Carlsbad demographics, Altus Schools has identified media strategies similar to what was identified in the promotional and informational strategies above. These tools are utilized to reach Community and Business Organizations to support the outreach.

- Collaborate with community organizations to network with families in need of the Charter School's educational model. Additionally, providing open houses and tours for the community.

- Organizations and community resources located in close proximity to the existing and

proposed Altus Schools Coastal Resource Centers include: Carlsbad City Library, Oceanside Public Library, MiraCosta College, California State University San Marcos, Boys & Girls Clubs of Northwest San Diego, YMCA of San Diego County, North County Lifeline, Community Resource Center, Feeding San Diego, San Diego Workforce Partnership, Carlsbad Chamber of Commerce, Oceanside Chamber of Commerce, Oceanside Parks and Recreation, Oceanside Museum of Art, Museum of Making Music, The Flower Fields at Carlsbad Ranch, North County Food Bank, San Diego County Library, Carlsbad Village Association, MainStreet Oceanside, North County Health Services, Operation HOPE North County, and other educational, cultural, recreational, and family support organizations serving the North San Diego County region.

- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, special education and EL student and other interest groups represented in the district.

The Charter School shall monitor the diversity of the Charter School's student population on an annual basis. The charter school shall monitor the diversity of the charter school's student population on an annual basis. A comparison of the student demographics served at Altus Schools Coastal and CUSD during the 2025–2026 school year is presented below.

Figure 19: 2025-2026 Student Demographics compared to CUSD

Student Demographics 2025-2026 School Year (CBEDS)		
Ethnicity	**Altus Schools Coastal**	**Carlsbad Unified**
African American	4.1%	1.1%
American Indian/Alaskan Native	1.8%	0.2%
Asian	1.4%	5.4%
Filipino	0.5%	0.9%
Hispanic or Latino	49.8%	25.9%
Pacific Islander	0.0%	0.2%
White	36.2%	55.7%
Two or More Races	6.3%	10.6%
Not Reported	0.0%	0.0%
Other Student Groups		
Socioeconomically Disadvantaged	60.6%	21.9%
Students with Disabilities	25.3%	16.1%
English Learners	10.9%	4.0%
Foster Youth	0.5%	0.1%
Homeless Youth	8.6%	0.7%
Migrant Education	0.0%	0.1%

Source: CDE DataQuest, 2025-2026, accessed July 1, 2026

Element H: Admission Policies and Procedures

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

Altus Schools Coastal is nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220. The Charter School shall not require any monetary contribution as a condition for application, admission, enrollment, or participation in any of the Charter School's regular educational activities and shall comply with the "free schools" guarantee as set forth in state law.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

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

The Board of Directors shall determine all policies, processes, and procedures governing application, admission, and enrollment at the Charter School. Within the scope of the approved charter, the Board shall have the sole authority to determine the size and grade-level breakdown of the student body at the Charter School. The determination of school capacity shall be based on the Charter School's academic program, the Charter School's fiscal viability, the educational needs of currently enrolled students, the capacity of the Charter School, and the level of interest shown by students who want to attend the Charter School.

Admission of a pupil to the Charter School's independent study program shall be consistent with state laws and regulations governing independent study programs.

The Charter School admission process is comprised of the following:

- Completion of a student application form, comprised of basic contact information and grade level
- After admission, the Charter School shall have the following requirements that must be met by each student and their family before beginning classes at the Charter School:
- Attend an orientation to receive an enrollment packet
- Complete enrollment forms, including emergency information cards
- Complete Home Language Survey if needed
- Provide records documenting immunizations required by charter schools, including tuberculosis risk assessment
- Signed Parent/Teacher/Student Master Agreement
- Release of school records and test results[1]
- Voluntarily choose to enroll in the Charter School

Public Random Drawing

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

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Residents of the District
2. Siblings of students admitted to or attending the Charter School
3. All other applicants

The Charter School and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv). Preferences, if given, are not likely to negatively impact the racial, ethnic, and unduplicated balance the Charter Schol strives to reflect.

[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.

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

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This waitlist will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website.

Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

Element I: Pupil Suspension and Expulsion Policy

Governing Law: *The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that 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 schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605(c)(5)(I).

Policy

This Student Suspension and Expulsion Policy and Procedures has been established by the Board of Directors of Altus Schools Southern California in order to promote learning and protect the safety and well-being of all students at the following schools: Altus Schools Coastal, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, Altus Schools Riverside County, and Altus Schools South Bay, (hereinafter collectively referred to as "Charter School").

In adopting this policy, the Charter School has reviewed Education Code Section 48900 *et seq*. which describe the offenses for which students at non charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq*. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal, and the procedures thereto so long as not materially different from the charter petition.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's Policy and Procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

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

The Charter School administration shall ensure that students and their parents/guardians[2] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available on request at the Administrator of Instructional Services' office. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 will be subject to the same grounds for suspension and expulsion and will be accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no

[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.

less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study written agreement pursuant to Education Code Section 51747(g).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. **Discretionary Suspension and Expulsion Offenses**. Students may be suspended when the Administrator of Instructional Services or designee determines the student:

   a) Caused, attempted to cause, or threatened to cause physical injury to another person.

   b) Willfully used force or violence upon the person of another except self-defense.

   c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

   d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

   e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in or attempted to engage in hazing. For the purposes of this Policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this Policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to electronic files and databases. For purposes of this Policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby

causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this Policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This section shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

    i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

    ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

    iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

    i. A message, text, sound, video, or image.

    ii. A post on a social network Internet Web site including, but not limited to:

        a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

        b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

        c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

    iii. An act of cyber sexual bullying.

        a. For purposes of this Policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

b. For purposes of this Policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion. However, if a juvenile court finds that the student committed a crime of physical violence as an aider or abettor, and the victim suffered great bodily injury or serious bodily injury, the student may be subject to suspension and/or expulsion for causing, attempting to cause, or threatening to cause physical injury to another person, and/or willfully using force or violence upon the person of another, except self-defense.

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Administrator of Instructional Services or designee's concurrence.

2. Non-Discretionary Suspension and Expulsion Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Administrator of Instructional Services or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

If it is determined by the Hearing Officer, Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

C. Suspension Procedures

Suspensions shall be initiated according to the following procedures:

1. **Conference**
   Suspension shall be preceded, if possible, by a conference conducted by the Administrator of Instructional Services or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Administrator of Instructional Services or designee.

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

   At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(I)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. **Notice to Parents/Guardians**

At the time of the suspension, the Administrator of Instructional Services or designee shall make a reasonable effort to contact the parent/guardian by telephone, by email or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension

This notice shall include:

a. the specific offense(s) committed by the student,

b. duration and dates of the suspension,

c. the date the student may return to school following the suspension, and

d. an explanation of the evidence that supports the charges.

If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. **Suspension Time Limits/Recommendation for Expulsion**

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

This determination will be made by the Administrator of Instructional Services or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. **Homework Assignments During Suspension**

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

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

Charter School may expel a student following a hearing adjudicated by a neutral and impartial Hearing Officer or Administrative Panel to be assigned by the Deputy Superintendent as needed.

If a Panel shall conduct the hearing, it shall consist of at least three (3) members who do not have an instructional or supervisory relationship with the student and not a member of the ASSC Board of Directors. The Panel shall be presided over by a designated neutral hearing chairperson.

The Hearing Officer or Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Administrator of Instructional Services or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The hearing shall be held in a confidential setting (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act ("FERPA").

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian via email or other means at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;

2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;

3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;

5. An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing;

8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. 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.

G. 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 Hearing Officer or Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Signed and dated statements or declarations may be admitted as testimony.

H. Expulsion Decision

The determination of the Hearing Officer or Panel shall be in the form of written findings of fact and a written recommendation to the Board which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing or as soon as practicable. The decision of the Board is final. If the Hearing Officer or Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their educational program at Charter School.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Deputy Superintendent School Services ("Deputy Superintendent") 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 Deputy Superintendent revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order.

I. Notice of Expulsion Decision

The Administrator of Instructional Services or designee shall send written notice of the expulsion decision to the student and student's parent/guardian within ten (10) school days of the expulsion hearing.

This notice shall include the following:

a. The findings of fact, including the student's name, the specific offense(s) committed by the student, as well as the duration and term of the student's expulsion; and

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

The Administrator of Instructional Services or designee shall send a copy of the written notice of the decision to expel to the chartering authority (if required). This notice shall include the following:

a. The student's name; and

b. The specific expellable offense committed by the student.

In accordance with Education Code Section 47605(e)(3), the Charter School shall send notice of the expulsion to the student's district of residence within 30 calendar days.

J. Disciplinary Records

Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

K. No Right to Appeal

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

L. Expelled Students/Alternative Education

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

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to Charter School for readmission.

N. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Administrator of Instructional Services or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Administrator of Instructional Services or designee shall make a recommendation to the Board following the meeting regarding their determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

O. Notice to Teachers

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.

P. Removal Due to Noncompliance with Independent Study Requirements

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after two (2) missed assignments, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for noncompliance with independent study requirements shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.

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

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these signed and dated declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing

present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

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

3. At the discretion of the Hearing Officer or Panel, 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 Hearing Officer or Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The Hearing Officer or Panel may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Hearing Officer or Panel from removing a support person whom the Hearing Officer or Panel finds is disrupting the hearing. The Hearing Officer or Panel may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Hearing Officer or Panel 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 Hearing Officer or Panel shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Hearing Officer or Panel from exercising their discretion to remove a person from the hearing whom the Hearing Officer or Panel believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.

9. The complaining witness may have their testimony heard via alternative means that may include but are not limited to, videotaped testimony or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Hearing Officer or Panel 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.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. **Notification of SELPA**

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

2. **Services During Suspension**

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. **Procedural Safeguards/Manifestation Determination**

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Charter School, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. **Due Process Appeals**

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

5. **Special Circumstances**

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

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

a. Carries or possesses a weapon, as defined in 18 U.S.C Section 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C Section 1415(k)(7)(D),

upon a person while at school, on school premises, or at a school function.

6. **Interim Alternative Educational Setting**

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

7. **Procedures for Students Not Yet Eligible for Special Education Services**

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent/guardian has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

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

Element J: Staff Retirement Systems

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

Eligible certificated employees of the Charter School shall be members of the California State Teachers' Retirement System ("CalSTRS") and eligible employees of the Charter School shall be members of the California Public Employees' Retirement System ("CalPERS") and participate in federal Social Security. The Charter School shall inform all applicants for positions within the Charter School of the retirement system options for employees of the Charter School. The Chief Business Officer shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

The Charter School shall make all required employee contributions to the respective retirement systems on behalf of its employee members.

Element K: 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)(K).*

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School will be informed on 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 L: Employee Return Rights

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

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

Sick or vacation leave or years of service credit at the District or County 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 M: Dispute Resolution Procedures

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

DISPUTES BETWEEN THE CHARTER SCHOOL AND THE COUNTY

The intent of this dispute resolution process is to (1) resolve internal disputes within Altus Schools Coastal pursuant to the Charter School's policies, (2) minimize the oversight burden on the County, and (3) ensure a fair and timely resolution to disputes between the Charter School and the County.

The Charter School and the County is encouraged to attempt to resolve any disputes with the County amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the County, Charter School staff, employees and Board members of the Charter School and the County agree to first frame the issue in written format ("dispute statement") and to refer the issue to the County Superintendent and Deputy Superintendent of the Charter School, or their respective designees. In the event that the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The County Superintendent and Altus Schools Coastal's Deputy Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the County Superintendent and Charter School Deputy Superintendent, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the County Superintendent and Charter School Deputy Superintendent, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the County Superintendent and Charter School Deputy Superintendent, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the County and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. Both parties cover their own legal costs. All timelines and procedures in this section may be revised upon mutual written agreement of the County and the Charter School.

INTERNAL DISPUTES

Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Board members of the School, shall be resolved pursuant to policies and processes developed by the Charter School. The Charter School shall also maintain a Uniform Complaint Policy and Procedures and Title IX complaint procedures, as required by state and federal law, respectively. Parents, students, Board members, volunteers and staff at the Charter School is provided access to the Charter School's policies and dispute resolution process.

The County shall promptly refer any complaints or reports regarding such disputes to the Board of Directors or Charter School designee for resolution in keeping with the Charter School's policies. The County shall only intervene if it finds reasonable cause to believe that a violation of this charter, or laws, or agreements relating to the Charter School has occurred, or if the Board of Directors has requested the County to intervene in the dispute, or if otherwise required by law.

Element N: 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)(N).*

Closure of Altus Schools Coastal ("ASC" or the "Charter School") will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

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

The Charter School ensures that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice is provided promptly following the Board's decision to close the Charter School.

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

As applicable, the Charter School will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA. The Charter School will ask the County to store original records of Charter School students. All student records of the Charter School shall be transferred to the County upon Charter School closure. If the County will not or cannot store the records, the Charter School shall work with the County to determine a suitable alternative location for storage.

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

As soon as reasonably practical, the Charter School prepares final financial records. The Charter School also has an independent audit completed within six months after closure. The Charter School pays for the final audit. The audit is prepared by a qualified Certified Public Accountant selected by the Charter School and is provided to the County promptly upon its completion. The final audit includes an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other

investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School completes and file any annual reports required pursuant to Education Code Section 47604.33.

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

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

As Altus Schools Coastal is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board follows the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

The Charter School utilizes all net asset balances to undertake any expenses associated with the closure procedures identified above.

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

BUDGETS AND FINANCIAL REPORTING

Attached, as **Appendix A** and **Appendix B**, please find the following documents:

- Budget narrative
- A projected budget
- Financial projections and cash flow for the first four years of operation

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

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

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, a LCAP and annual update to the LCAP required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15 or as otherwise required by law, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and San Diego County Superintendent of Schools.
4. By February 28, Charter School shall present a mid-year report on the annual update to the LCAP and LCFF Budget overview for parents pursuant to Education Code Section 47606.5(e)(1).
5. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
6. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

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

The Charter School agrees to and submits to the right of the County 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 County.

The Charter School shall maintain a number of internal financial controls and bookkeeping practices and policies. Internal controls shall be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards. The Charter School shall maintain an accounting system separate from the County and other charter schools. It shall establish and maintain its own funds to account for resources segregated according to the purpose for which they are used. The Charter School shall ensure a high level of fiscal accountability. The Charter School shall adopt an annual budget prior to July 1 of each year. The Charter School shall prepare appropriate interim financial statements and reports of financial position, operating results, and other pertinent information to facilitate management control of financial operations, legislative oversight, and for external reporting purposes.

INSURANCE AND INDEMNIFICATION

ASC shall seek participation with the San Diego and Imperial County Schools Risk Management JPA Consortium. The Charter School shall maintain and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance as described below, which may be revised upon direction of the County:

- Real and personal property providing direct physical loss or damage to real and personal property with a $5,000 deductible, a $100,000 Self Insured Retention and an excess policy limit of $500,000,000 per occurrence. Coverage is provided by Allied World and multiple excess coverage providers.

- Auto, general liability and wrongful acts, including errors and omissions, with a $3,000 deductible, a $1,500,000 Self Insured Retention. An excess coverage of $3,500,000 is underwritten by Safety National Insurance.

- Additional coverage in excess of $5,000,000 from Schools Excess Liability Fund (SELF) for comprehensive general, employment practices and auto liability with limits of $50,000,000 per occurrence.

- Employment practices liability coverage with a $3,000 deductible and $1,500,000 Self Insured Retention. An excess coverage of $3,500,000 is provided by Safety National Insurance.

- Self-Insured Workers' Compensation coverage with a $100,000 Self Insured Retention. Excess workers' compensation coverage of $900,000 is provided by ACE American Insurance/Chubb. Excess workers' compensation at $1,000,000 to statutory limits is underwritten by Safety National Insurance Company.

The County shall be named as an additional insured on all policies of ASC. Evidence of the above insurance coverage shall be provided to the County any time upon request.

Pursuant to Education Code Section 47604, the County shall not be liable for the debts or obligations of the Charter School. The Charter School shall hold harmless, defend, and indemnify the County, their officers and employees, from every liability, claim, or demand that may be made by reason of: (1) any injury to volunteer; and (2) any injury to person or property sustained by any person, firm, or corporation caused by any act, neglect, default, or omission of the Charter School, its officers, employees, or agents. In cases of such liabilities, claims, or demands, the Charter School at its own expense and risk will defend all legal proceedings that may be brought against it and/or the County, their officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of the parties.

ADMINISTRATIVE SERVICES

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

The Charter School provides or procures its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

FACILITIES

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

As the Charter School is a nonclassroom-based/independent study charter school, it is understood that ASC serves students throughout San Diego County and adjacent counties pursuant to Education Code Sections 47605.1(c) and 51747.3. As such, ASC utilizes resource centers within the meaning of Education Code Section 47605.1(c).

Altus Schools Coastal complies with the Asbestos Hazard Emergency Response Act ("AHERA"), enacted by Congress in 1986. Independent hazardous materials surveys conducted at each of the Charter School's two Resource Centers in accordance with applicable AHERA requirements found no asbestos containing materials or asbestos containing construction materials at either resource centers identified below. Copies of the survey reports have been provided to the San Diego County Office of Education and are on file with SDCOE.

The following is a list of the Charter Schools' resource center locations it currently operates during the charter term.

CURRENT SITES

- North Carlsbad Resource Center:
  3821 Plaza Drive, Suites 401-402, Oceanside, CA, 92056

- South Carlsbad Resource Center:
  6965 El Camino Real, Suite D 202, Carlsbad, CA, 92009

The Charter School shall maintain an administrative office at:

- Sorrento Mesa Administrative Office (Principal Office of the Corporation)
  10170 Huennekens Street, San Diego, CA 92121

TRANSPORTATION

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

ATTENDANCE ACCOUNTING

Altus Schools Coastal implements an attendance recording and accounting system, to ensure contemporaneous record keeping, which complies with state law.

OVERSIGHT

Pursuant to Education Code Section 47604.32, the County is required to provide oversight including the following:

(a) Identify at least one staff member as a contact person for the charter school.
(b) Visit each charter school at least annually.
(c) Ensure that each charter school under its authority complies with all reports required of charter schools by law, including the annual update required pursuant to Section 47606.5.
(d) Monitor the fiscal condition of each charter school under its authority.
(e) Provide timely notification to the CDE if any of the following circumstances occur or will occur with regard to a charter school for which it is the chartering authority: (1) a renewal of the charter is granted or denied; (2) the charter is revoked; (3) the Charter School will cease operation for any reason.
(f) The cost of performing the duties required by this section shall be funded with supervisorial oversight fees collected pursuant to Section 47613.

In accordance with Education Code Section 47613(a), the County may charge for the actual costs of supervisorial oversight of ASC not to exceed one (1) percent of the revenue of ASC. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

POTENTIAL CIVIL LIABILITY EFFECTS

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

Altus Schools Coastal is operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by a non-profit public benefit corporation shall not be liable for the debts or obligations of the Charter School or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of the Charter School.

Further, Altus Schools Coastal maintains into a Memorandum of Understanding with the San Diego County Board of Education, wherein the Charter School indemnifies the County for the actions of the Charter School under this charter.

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

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

The Altus Schools Southern California Board of Directors shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Conclusion

By approving this charter for the renewal of Altus Schools Coastal, the County will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the County to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the County to answer any concerns over this document and to present the County with the strongest possible proposal requesting a five-year term from July 1, 2027 through June 30, 2032.

APPENDIX A

4-YEAR BUDGET PROJECTION AND ASSUMPTIONS

ALTUS SCHOOLS COASTAL
CASH FLOW
FY 2027-2028

Description	Projected Jul-27 (MO. 1)	Projected Aug-27 (MO. 2)	Projected Sep-27 (MO. 3)	Projected Oct-27 (MO. 4)	Projected Nov-27 (MO. 5)	Projected Dec-27 (MO. 6)	Projected Jan-28 (MO. 7)	Projected Feb-28 (MO. 8)	Projected Mar-28 (MO. 9)	Projected Apr-28 (MO. 10)	Projected May-28 (MO. 11)	Projected Jun-28 (MO. 12)	TOTAL				
BEG. CASH BALANCES	**5,048,583.69**	5,449,539.03	5,253,177.38	5,359,963.72	5,371,165.07	5,377,944.41	5,445,741.76	5,456,248.10	5,501,632.44	5,634,374.79	5,696,296.13	5,732,988.48	5,048,583.69				
ADD :																	
AR/Prepaid Expense	570,357.00		50,690.00	36,262.00								368.00	**657,677.00**				
LCFF Sources	183,463.00	183,463.00	343,635.00	330,233.00	330,233.00	343,635.00	330,233.00	392,597.00	405,999.00	392,597.00	392,597.00	13,400.00	3,642,085.00				
Federal Revenue	-	-	18,674.00	-	-	18,674.00	-	-	35,132.00	-	-	18,674.00	91,154.00				
Other State Revenue	38,914.00	38,914.00	55,514.00	55,514.00	69,874.00	55,514.00	74,551.00	49,019.00	49,019.00	68,056.00	49,019.00	20,386.00	624,294.00				
Other Local Revenue	3,598.33	3,598.33	43,581.33	3,598.33	3,599.33	43,582.33	3,599.33	3,599.33	43,582.33	3,599.33	3,599.33	43,584.33	203,122.00				
Total	796,332.33	225,975.33	512,094.33	425,607.33	403,706.33	461,405.33	408,383.33	445,215.33	533,732.33	464,252.33	445,215.33	96,412.33	5,218,332.00				
LESS:																	
AP/FA/Investments	5,127.00	5,127.00	5,127.00	5,127.00	5,127.00	5,127.00	5,127.00	3,205.00	3,205.00	3,205.00	3,205.00	3,204.00	**51,913.00**				
Certificated Salaries	147,685.00	154,885.00	154,342.00	164,903.00	163,196.00	162,059.00	166,276.00	169,120.00	169,688.00	169,120.00	170,826.00	181,674.00	1,973,774.00				
Classified Salaries	29,025.00	30,401.00	32,694.00	35,446.00	34,414.00	33,726.00	32,350.00	34,070.00	34,414.00	34,070.00	35,102.00	37,505.00	403,217.00				
Employee Benefits	76,485.00	78,546.00	79,246.00	82,531.00	81,791.00	81,297.00	81,725.00	82,959.00	83,206.00	82,959.00	83,699.00	86,919.00	981,363.00				
Books and Supplies	13,186.99	15,186.99	36,686.99	27,186.99	15,186.99	15,186.99	14,186.99	15,186.99	16,686.99	16,186.99	15,186.99	18,186.12	218,243.00				
Serv, other Operating Exp.	118,741.00	133,064.00	92,085.00	94,085.00	92,085.00	91,085.00	93,085.00	92,085.00	90,585.00	93,585.00	97,299.00	105,778.00	1,193,562.00				
Capital Outlay	5,127.00	5,127.00	5,127.00	5,127.00	5,127.00	5,127.00	5,127.00	3,205.00	3,205.00	3,205.00	3,205.00	3,204.00	51,913.00				
All Other Transfers Out	-	-	-	-	-	-	-	-	-	-	-	368.00	368.00				
Total	395,376.99	422,336.99	405,307.99	414,405.99	396,926.99	393,607.99	397,876.99	399,830.99	400,989.99	402,330.99	408,522.99	436,838.12	4,874,353.00				
ENDING CASH BALANCES	**5,449,539.03**	**5,253,177.38**	**5,359,963.72**	**5,371,165.07**	**5,377,944.41**	**5,445,741.76**	**5,456,248.10**	**5,501,632.44**	**5,634,374.79**	**5,696,296.13**	**5,732,988.48**	**5,392,562.69**	5,392,562.69				
REVENUE														**FY 27-28 Prelim Budget**	**ADVANCE APPORTIONMENT Jul - Jan**	**Bal.**	**ACCRUAL A/R**
LCFF Sources:	5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%					
State Aid	**183,463.00**	**183,463.00**	**330,233.00**	**330,233.00**	**330,233.00**	**330,233.00**	**330,233.00**	392,597.00	392,597.00	392,597.00	392,597.00	-	**3,588,479.00**	**3,981,074.00**	2,018,091.00	1,962,983.00	**392,595.00**
Education Protection Account			13,402.00			13,402.00			13,402.00			13,400.00	**53,606.00**	**53,606.00**	26,804.00	26,802.00	-
Sub-total	183,463.00	183,463.00	343,635.00	330,233.00	330,233.00	343,635.00	330,233.00	392,597.00	405,999.00	392,597.00	392,597.00	13,400.00	**3,642,085.00**	**4,034,680.00**			
Federal Revenues:																	
Federal IDEA									16,458.00				**16,458.00**	**32,915.00**			**16,457.00**
Title I Part A			13,480.00			13,480.00			13,480.00			13,480.00	**53,920.00**	**53,920.00**			-
Title II Part A			1,685.00			1,685.00			1,685.00			1,686.00	**6,741.00**	**6,741.00**			-
Title III LEP			1,009.00			1,009.00			1,009.00			1,008.00	**4,035.00**	**4,035.00**			-
Title IV			2,500.00			2,500.00			2,500.00			2,500.00	**10,000.00**	**10,000.00**			-
Sub-total	-	-	18,674.00	-	-	18,674.00	-	-	35,132.00	-	-	18,674.00	91,154.00	107,611.00			
State Revenues:																	
Mandated Block Grant					14,360.00								**14,360.00**	**14,360.00**			-
State Lottery							13,298.00			13,298.00			**26,596.00**	**53,190.00**			**26,594.00**
State Lottery - Inst.							5,739.00			5,739.00			**11,478.00**	**22,956.00**			**11,478.00**
CTEIGP	18,164.00	18,164.00	18,164.00	18,164.00	18,164.00	18,164.00	18,164.00	18,164.00	18,164.00	18,164.00	18,164.00	18,160.00	**217,964.00**	**217,964.00**			-
State IDEA	**19,637.00**	**19,637.00**	**35,347.00**	**35,347.00**	**35,347.00**	**35,347.00**	**35,347.00**	28,630.00	28,630.00	28,630.00	28,630.00		**330,529.00**	**359,160.00**	216,009.00	143,151.00	**28,631.00**
Mental Health Level II	**1,113.00**	**1,113.00**	**2,003.00**	**2,003.00**	**2,003.00**	**2,003.00**	**2,003.00**	2,225.00	2,225.00	2,225.00	2,225.00	2,226.00	**23,367.00**	**23,367.00**	12,241.00	11,126.00	-
Arts, Music and Instructional Materials Prop 28	**1,940.00**	**1,940.00**	**3,491.00**	**3,491.00**	**3,491.00**	**3,491.00**	**3,491.00**	3,702.00	3,702.00	3,702.00	3,702.00	3,701.00	**39,844.00**	**39,844.00**	21,335.00	18,509.00	-
														-			-
Sub-total	38,914.00	38,914.00	55,514.00	55,514.00	69,874.00	55,514.00	74,551.00	49,019.00	49,019.00	68,056.00	49,019.00	20,386.00	**664,138.00**	**730,841.00**			
Local Revenue:																	
Interest Income			39,983.00			39,983.00			39,983.00			39,985.00	**159,934.00**	**159,934.00**			-
LEA BOP	86.00	86.00	86.00	86.00	87.00	87.00	87.00	87.00	87.00	87.00	87.00	87.00	**1,040.00**	**1,040.00**			-
SMAA	802.00	802.00	802.00	802.00	802.00	802.00	802.00	802.00	802.00	802.00	802.00	802.00	**9,624.00**	**9,624.00**			-
All Other Local Revenue	2,710.33	2,710.33	2,710.33	2,710.33	2,710.33	2,710.33	2,710.33	2,710.33	2,710.33	2,710.33	2,710.33	2,710.33	**32,524.00**	**32,524.00**			-
													-				-
Sub-total	3,598.33	3,598.33	43,581.33	3,598.33	3,599.33	43,582.33	3,599.33	3,599.33	43,582.33	3,599.33	3,599.33	43,584.33	**203,122.00**	**203,122.00**			
													4,600,499.00	**5,076,254.00**			**$ 475,755.00**
EXPENSES																	
Certificated Salaries	147,685	154,885	154,342	164,903	163,196	162,059	166,276	169,120	169,688	169,120	170,826	181,674	**1,973,774.00**	**1,973,774.00**	-		
Classified Salaries	29,025	30,401	32,694	35,446	34,414	33,726	32,350	34,070	34,414	34,070	35,102	37,505	**403,217.00**	**403,217.00**	-		
Employee Benefits	76,485	78,546	79,246	82,531	81,791	81,297	81,725	82,959	83,206	82,959	83,699	86,919	**981,363.00**	**981,363.00**	-		
Books and Supplies	13,187	15,187	36,687	27,187	15,187	15,187	14,187	15,187	16,687	16,187	15,187	18,186	**218,243.00**	**218,243.00**	-		
Serv, other Operating Exp.	118,741	133,064	92,085	94,085	92,085	91,085	93,085	92,085	90,585	93,585	97,299	105,778	**1,193,562.00**	**1,193,562.00**	-		
Capital Outlay	5,127	5,127	5,127	5,127	5,127	5,127	5,127	3,205	3,205	3,205	3,205	3,204	**51,913.00**	**51,913.00**	-	Depr.(Non_cash)	
Debt Service Payment-Interest	-	-	-	-	-	-	-	-	-	-	-	368.00	**368.00**	**368.00**	-		
													-		-		
TOTALS	390,249.99	417,209.99	400,180.99	409,278.99	391,799.99	388,480.99	392,749.99	396,625.99	397,784.99	399,125.99	405,317.99	433,634.12	**4,822,440.00**	**4,822,440.00**	-		
														253,814.00	5.0%	Reserves	

ALTUS SCHOOLS COASTAL
CASH FLOW
FY 2028-2029

Description	Projected Jul-28 (MO. 1)	Projected Aug-28 (MO. 2)	Projected Sep-28 (MO. 3)	Projected Oct-28 (MO. 4)	Projected Nov-28 (MO. 5)	Projected Dec-28 (MO. 6)	Projected Jan-29 (MO. 7)	Projected Feb-29 (MO. 8)	Projected Mar-29 (MO. 9)	Projected Apr-29 (MO. 10)	Projected May-29 (MO. 11)	Projected Jun-29 (MO. 12)	TOTAL				
BEG. CASH BALANCES	**5,392,562.69**	5,624,145.28	5,403,677.64	5,496,567.35	5,537,252.81	5,555,471.27	5,633,067.99	5,650,921.45	5,693,320.22	5,826,754.24	5,892,142.01	5,932,493.03	5,392,562.69				
ADD :																	
AR/Prepaid Expense	421,226.00	-	16,457.00	38,072.00								165.00	**475,920.00**				
LCFF Sources	199,053.70	199,053.70	372,368.66	358,296.66	358,296.66	372,368.66	358,296.66	424,563.00	438,635.00	424,563.00	424,563.00	14,072.00	3,944,130.70				
Federal Revenue	-	-	18,674.00	-	-	18,674.00	-	-	35,929.00	-	-	18,674.00	91,951.00				
Other State Revenue	37,290.02	37,290.02	52,590.70	52,590.70	68,133.70	52,590.70	72,579.70	56,419.67	56,419.67	76,408.67	56,419.67	20,499.82	639,233.00				
Other Local Revenue	3,634.42	3,634.42	44,017.67	3,634.42	3,634.42	44,017.67	3,635.42	3,635.42	44,018.67	3,635.42	3,635.42	44,018.67	205,152.00				
Total	661,204.13	239,978.13	504,108.02	452,593.77	430,064.77	487,651.02	434,511.77	484,618.08	575,002.33	504,607.08	484,618.08	97,429.48	5,356,386.70				
LESS:																	
AP/FA/Investments	3,205.00	3,205.00	3,205.00	3,205.00	3,205.00	3,205.00	3,205.00	3,205.00	3,205.00	3,205.00	3,205.00	3,202.00	**38,457.00**				
Certificated Salaries	161,798.00	168,848.00	168,261.00	168,848.00	167,086.00	172,403.00	170,053.00	185,974.00	186,562.00	185,974.00	187,737.00	191,583.00	2,115,127.00				
Classified Salaries	37,071.00	41,303.00	40,951.00	41,303.00	42,479.00	41,538.00	39,658.00	42,009.00	42,479.00	42,009.00	43,419.00	46,703.00	500,922.00				
Employee Benefits	82,118.00	85,894.00	84,877.00	85,128.00	85,152.00	85,984.00	84,818.00	89,107.00	89,398.00	89,107.00	89,982.00	106,960.00	1,058,525.00				
Books and Supplies	18,632.41	18,632.41	15,632.41	17,132.41	15,632.41	13,632.41	18,632.41	21,632.41	18,632.41	20,632.41	21,632.20	23,683.66	224,140.00				
Serv, other Operating Exp.	123,592.13	139,358.36	95,086.90	93,086.90	95,086.90	90,086.90	97,086.90	97,086.90	98,086.90	95,086.90	95,086.86	111,888.46	1,230,621.00				
Capital Outlay	3,205.00	3,205.00	3,205.00	3,205.00	3,205.00	3,205.00	3,205.00	3,205.00	3,205.00	3,205.00	3,205.00	3,202.00	38,457.00				
All Other Transfers Out	-	-	-	-	-	-	-	-	-	-	-	165.00	165.00				
Total	429,621.54	460,445.77	411,218.31	411,908.31	411,846.31	410,054.31	416,658.31	442,219.31	441,568.31	439,219.31	444,267.06	487,387.12	5,206,414.00				
ENDING CASH BALANCES	**5,624,145.28**	**5,403,677.64**	**5,496,567.35**	**5,537,252.81**	**5,555,471.27**	**5,633,067.99**	**5,650,921.45**	**5,693,320.22**	**5,826,754.24**	**5,892,142.01**	**5,932,493.03**	**5,542,535.39**	5,542,535.39				
REVENUE														**FY 28-29 Prelim Budget**	**ADVANCE APPORTIONMENT**		**ACCRUAL**
LCFF Sources:	5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%			**Jul - Jan**	**Bal.**	**A/R**
State Aid	**199,053.70**	**199,053.70**	**358,296.66**	**358,296.66**	**358,296.66**	**358,296.66**	**358,296.66**	424,563.00	424,563.00	424,563.00	424,563.00	-	**3,887,842.70**	**4,312,406.00**	2,189,590.70	2,122,815.30	**424,563.30**
Education Protection Account			14,072.00			14,072.00			14,072.00			14,072.00	**56,288.00**	**56,288.00**	28,144.00	28,144.00	-
Sub-total	199,053.70	199,053.70	372,368.66	358,296.66	358,296.66	372,368.66	358,296.66	424,563.00	438,635.00	424,563.00	424,563.00	14,072.00	**3,944,130.70**	**4,368,694.00**			
Federal Revenues:																	
Federal IDEA									17,255.00				**17,255.00**	**34,510.00**			**17,255.00**
Title I Part A			13,480.00			13,480.00			13,480.00			13,480.00	**53,920.00**	**53,920.00**			-
Title II Part A			1,685.00			1,685.00			1,685.00			1,686.00	**6,741.00**	**6,741.00**			-
Title III LEP			1,009.00			1,009.00			1,009.00			1,008.00	**4,035.00**	**4,035.00**			-
Title IV			2,500.00			2,500.00			2,500.00			2,500.00	**10,000.00**	**10,000.00**			-
Sub-total	-	-	18,674.00	-	-	18,674.00	-	-	35,929.00	-	-	18,674.00	91,951.00	109,206.00			
State Revenues:																	
Mandated Block Grant					15,543.00								**15,543.00**	**15,543.00**			-
State Lottery							13,963.00			13,963.00			**27,926.00**	**55,851.00**			**27,925.00**
State Lottery - Inst.							6,026.00			6,026.00			**12,052.00**	**24,104.00**			**12,052.00**
CTEIGP	18,163.67	18,163.67	18,163.67	18,163.67	18,163.67	18,163.67	18,163.67	18,163.67	18,163.67	18,163.67	18,163.67	18,163.67	**217,964.00**	**217,964.00**			-
State IDEA	**17,958.00**	**17,958.00**	**32,324.00**	**32,324.00**	**32,324.00**	**32,324.00**	**32,324.00**	35,919.00	35,919.00	35,919.00	35,919.00	-	**341,212.00**	**377,130.00**	197,536.00	179,594.00	**35,918.00**
Mental Health Level II	**1,168.35**	**1,168.35**	**2,103.03**	**2,103.03**	**2,103.03**	**2,103.03**	**2,103.03**	2,337.00	2,337.00	2,337.00	2,337.00	2,336.15	**24,536.00**	**24,536.00**	12,851.85	11,684.15	-
Arts, Music and Instructional Materials Prop 28	**1,992.20**	**1,992.20**	**3,585.96**	**3,585.96**	**3,585.96**	**3,585.96**	**3,585.96**	3,972.00	3,972.00	3,972.00	3,972.00	3,972.80	**41,775.00**	**41,775.00**	21,914.20	19,860.80	-
														-			-
Sub-total	37,290.02	37,290.02	52,590.70	52,590.70	68,133.70	52,590.70	72,579.70	56,419.67	56,419.67	76,408.67	56,419.67	20,499.82	**681,008.00**	**756,903.00**			
Local Revenue:																	
Interest Income			40,383			40,383			40,383			40,383	**161,533.00**	**161,533.00**			-
LEA BOP	87.00	87.00	87.00	87.00	87.00	87.00	88.00	88.00	88.00	88.00	88.00	88.00	**1,050.00**	**1,050.00**			-
SMAA	810.00	810.00	810.00	810.00	810.00	810.00	810.00	810.00	810.00	810.00	810.00	810.00	**9,720.00**	**9,720.00**			-
All Other Local Revenue	2,737.42	2,737.42	2,737.42	2,737.42	2,737.42	2,737.42	2,737.42	2,737.42	2,737.42	2,737.42	2,737.42	2,737.42	**32,849.00**	**32,849.00**			-
													-				-
Sub-total	3,634.42	3,634.42	44,017.67	3,634.42	3,634.42	44,017.67	3,635.42	3,635.42	44,018.67	3,635.42	3,635.42	44,018.67	**205,152.00**	**205,152.00**			
													4,922,241.70	**5,439,955.00**			**$ 517,713.30**
EXPENSES																	
Certificated Salaries	161,798	168,848	168,261	168,848	167,086	172,403	170,053	185,974	186,562	185,974	187,737	191,583	**2,115,127.00**	**2,115,127.00**	-		
Classified Salaries	37,071	41,303	40,951	41,303	42,479	41,538	39,658	42,009	42,479	42,009	43,419	46,703	**500,922.00**	**500,922.00**	-		
Employee Benefits	82,118	85,894	84,877	85,128	85,152	85,984	84,818	89,107	89,398	89,107	89,982	106,960	**1,058,525.00**	**1,058,525.00**	-		
Books and Supplies	18,632	18,632	15,632	17,132	15,632	13,632	18,632	21,632	18,632	20,632	21,632	23,684	**224,140.00**	**224,140.00**	0.00		
Serv, other Operating Exp.	123,592	139,358	95,087	93,087	95,087	90,087	97,087	97,087	98,087	95,087	95,087	111,888	**1,230,621.00**	**1,230,621.00**	(0.00)		
Capital Outlay	3,205	3,205	3,205	3,205	3,205	3,205	3,205	3,205	3,205	3,205	3,205	3,202	**38,457.00**	**38,457.00**	-	Depr.(Non_cash)	
Debt Service Payment-Interest	-	-	-	-	-	-	-	-	-	-	-	165.00	**165.00**	**165.00**	-		
													-		-		
TOTALS	426,416.54	457,240.77	408,013.31	408,703.31	408,641.31	406,849.31	413,453.31	439,014.31	438,363.31	436,014.31	441,062.06	484,185.12	**5,167,957.00**	**5,167,957.00**	0.00		
														271,998.00	5.0%	Reserves	

ALTUS SCHOOLS COASTAL
CASH FLOW
FY 2029-2030

Description	Projected Jul-29 (MO. 1)	Projected Aug-29 (MO. 2)	Projected Sep-29 (MO. 3)	Projected Oct-29 (MO. 4)	Projected Nov-29 (MO. 5)	Projected Dec-29 (MO. 6)	Projected Jan-30 (MO. 7)	Projected Feb-30 (MO. 8)	Projected Mar-30 (MO. 9)	Projected Apr-30 (MO. 10)	Projected May-30 (MO. 11)	Projected Jun-30 (MO. 12)	TOTAL	FY 29-30 Prelim Budget	ADVANCE APPORTIONMENT Jul - Jan	Bal.	ACCRUAL A/R
BEG. CASH BALANCES	**5,542,535.39**	5,795,036.30	5,599,248.92	5,694,132.48	5,728,692.78	5,739,700.09	5,816,037.64	5,835,352.95	5,898,155.47	6,050,320.25	6,135,751.77	6,191,352.68	5,542,535.39				
ADD :																	
AR/Prepaid Expense	460,481.30	-	17,255.00	39,977.00								719.00	**518,432.30**				
LCFF Sources	215,620.30	215,620.30	402,892.54	388,116.54	388,116.54	402,892.54	388,116.54	459,563.00	474,339.00	459,563.00	459,563.00	14,774.00	4,269,177.30				
Federal Revenue	-	-	18,674.00	-	-	18,674.00	-	-	36,799.00	-	-	18,674.00	92,821.00				
Other State Revenue	38,246.97	38,247.47	54,313.91	54,313.91	71,141.91	54,313.91	75,301.91	58,329.67	58,329.67	79,317.67	58,329.67	20,615.87	660,802.50				
Other Local Revenue	3,789.00	3,789.00	44,576.25	3,789.00	3,789.00	44,576.25	3,789.00	3,789.00	44,576.25	3,791.00	3,792.00	44,579.25	208,625.00				
Total	718,137.57	257,656.77	537,711.70	486,196.45	463,047.45	520,456.70	467,207.45	521,681.67	614,043.92	542,671.67	521,684.67	99,362.12	5,749,858.10				
LESS:																	
AP/FA/Investments	675.00	675.00	675.00	675.00	675.00	675.00	675.00	675.00	675.00	675.00	675.00	678.00	**8,103.00**				
Certificated Salaries	185,250.00	193,342.00	190,852.00	192,097.00	192,719.00	194,854.00	192,987.00	197,344.00	197,344.00	196,099.00	199,211.00	203,017.00	2,335,116.00				
Classified Salaries	39,212.00	45,478.00	43,550.00	44,514.00	44,996.00	41,622.00	41,657.00	45,896.00	45,896.00	44,685.00	47,712.00	54,942.00	540,160.00				
Employee Benefits	87,682.00	91,576.00	90,378.00	90,977.00	91,277.00	90,595.00	90,200.00	92,591.00	92,591.00	91,908.00	93,615.00	136,899.00	1,140,289.00				
Books and Supplies	19,086.99	19,086.99	16,086.99	19,086.99	19,086.99	14,086.99	19,086.99	19,086.99	19,086.99	22,086.99	23,086.99	24,088.09	233,045.00				
Serv, other Operating Exp.	133,055.67	102,611.15	100,611.15	103,611.15	102,611.15	101,611.15	102,611.15	102,611.15	105,611.15	101,111.15	101,108.77	126,453.22	1,283,618.00				
Capital Outlay	675.00	675.00	675.00	675.00	675.00	675.00	675.00	675.00	675.00	675.00	675.00	678.00	8,103.00				
All Other Transfers Out	-	-	-	-	-	-	-	-	-	-	-	719.00	719.00				
Total	465,636.66	453,444.14	442,828.14	451,636.14	452,040.14	444,119.14	447,892.14	458,879.14	461,879.14	457,240.14	466,083.76	547,474.31	5,549,153.00				
ENDING CASH BALANCES	**5,795,036.30**	**5,599,248.92**	**5,694,132.48**	**5,728,692.78**	**5,739,700.09**	**5,816,037.64**	**5,835,352.95**	**5,898,155.47**	**6,050,320.25**	**6,135,751.77**	**6,191,352.68**	**5,743,240.49**	5,743,240.49				
REVENUE														**FY 29-30 Prelim Budget**	**ADVANCE APPORTIONMENT**		**ACCRUAL**
LCFF Sources:	5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%			**Jul - Jan**	**Bal.**	**A/R**
State Aid	**215,620.30**	**215,620.30**	**388,116.54**	**388,116.54**	**388,116.54**	**388,116.54**	**388,116.54**	459,563.00	459,563.00	459,563.00	459,563.00	-	**4,210,075.30**	**4,669,640.00**	2,371,823.30	2,297,816.70	**459,564.70**
Education Protection Account			14,776.00			14,776.00			14,776.00			14,774.00	**59,102.00**	**59,102.00**	29,552.00	29,550.00	-
Sub-total	215,620.30	215,620.30	402,892.54	388,116.54	388,116.54	402,892.54	388,116.54	459,563.00	474,339.00	459,563.00	459,563.00	14,774.00	**4,269,177.30**	**4,728,742.00**			
Federal Revenues:																	
Federal IDEA									18,125.00				**18,125.00**	**36,250.00**			**18,125.00**
Title I Part A			13,480.00			13,480.00			13,480.00			13,480.00	**53,920.00**	**53,920.00**			-
Title II Part A			1,685.00			1,685.00			1,685.00			1,686.00	**6,741.00**	**6,741.00**			-
Title III LEP			1,009.00			1,009.00			1,009.00			1,008.00	**4,035.00**	**4,035.00**			-
Title IV			2,500.00			2,500.00			2,500.00			2,500.00	**10,000.00**	**10,000.00**			-
Sub-total	-	-	18,674.00	-	-	18,674.00	-	-	36,799.00	-	-	18,674.00	92,821.00	110,946.00			
State Revenues:																	
Mandated Block Grant					16,828.00								**16,828.00**	**16,828.00**			-
State Lottery							14,661.00			14,661.00			**29,322.00**	**58,643.00**			**29,321.00**
State Lottery - Inst.							6,327.00			6,327.00			**12,654.00**	**25,309.00**			**12,655.00**
CTEIGP	18,163.67	18,163.67	18,163.67	18,163.67	18,163.67	18,163.67	18,163.67	18,163.67	18,163.67	18,163.67	18,163.67	18,163.67	**217,964.00**	**217,964.00**			-
State IDEA	**18,856.50**	**18,857.00**	**33,942.00**	**33,942.00**	**33,942.00**	**33,942.00**	**33,942.00**	37,712.00	37,712.00	37,712.00	37,712.00	-	**358,271.50**	**395,983.00**	207,423.50	188,559.50	**37,711.50**
Mental Health Level II	**1,226.80**	**1,226.80**	**2,208.24**	**2,208.24**	**2,208.24**	**2,208.24**	**2,208.24**	2,454.00	2,454.00	2,454.00	2,454.00	2,452.20	**25,763.00**	**25,763.00**	13,494.80	12,268.20	-
Arts, Music and Instructional Materials Prop 28	**2,088.75**	**2,088.75**	**3,759.75**	**3,759.75**	**3,759.75**	**3,759.75**	**3,759.75**	4,181.00	4,181.00	4,181.00	4,181.00	4,180.75	**43,881.00**	**43,881.00**	22,976.25	20,904.75	-
														-			-
Sub-total	38,246.97	38,247.47	54,313.91	54,313.91	71,141.91	54,313.91	75,301.91	58,329.67	58,329.67	79,317.67	58,329.67	20,615.87	**704,683.50**	**784,371.00**			
Local Revenue:																	
Interest Income			40,787.25			40,787.25			40,787.25			40,787.25	**163,149.00**	**163,149.00**			-
LEA BOP	89.00	89.00	89.00	89.00	89.00	89.00	89.00	89.00	89.00	90.00	90.00	90.00	**1,071.00**	**1,071.00**			-
SMAA	826.00	826.00	826.00	826.00	826.00	826.00	826.00	826.00	826.00	826.00	827.00	827.00	**9,914.00**	**9,914.00**			-
All Other Local Revenue	2,874.00	2,874.00	2,874.00	2,874.00	2,874.00	2,874.00	2,874.00	2,874.00	2,874.00	2,875.00	2,875.00	2,875.00	**34,491.00**	**34,491.00**			-
													-				-
Sub-total	3,789.00	3,789.00	44,576.25	3,789.00	3,789.00	44,576.25	3,789.00	3,789.00	44,576.25	3,791.00	3,792.00	44,579.25	**208,625.00**	**208,625.00**			
													5,275,306.80	**5,832,684.00**			**$ 557,377.20**
EXPENSES																	
Certificated Salaries	185,250	193,342	190,852	192,097	192,719	194,854	192,987	197,344	197,344	196,099	199,211	203,017	**2,335,116.00**	**2,335,116.00**	-		
Classified Salaries	39,212	45,478	43,550	44,514	44,996	41,622	41,657	45,896	45,896	44,685	47,712	54,942	**540,160.00**	**540,160.00**	-		
Employee Benefits	87,682	91,576	90,378	90,977	91,277	90,595	90,200	92,591	92,591	91,908	93,615	136,899	**1,140,289.00**	**1,140,289.00**	-		
Books and Supplies	19,087	19,087	16,087	19,087	19,087	14,087	19,087	19,087	19,087	22,087	23,087	24,088	**233,045.00**	(0.00)			
Serv, other Operating Exp.	133,056	102,611	100,611	103,611	102,611	101,611	102,611	102,611	105,611	101,111	101,109	126,453	**1,283,618.00**	**1,283,618.00**	(0.00)		
Capital Outlay	675	675	675	675	675	675	675	675	675	675	675	678	**8,103.00**	**8,103.00**	-	Depr.(Non_cash)	
Debt Service Payment-Interest	-	-	-	-	-	-	-	-	-	-	-	719.00	**719.00**	**719.00**	-		
													-		-		
TOTALS	464,961.66	452,769.14	442,153.14	450,961.14	451,365.14	443,444.14	447,217.14	458,204.14	461,204.14	456,565.14	465,408.76	546,796.31	**5,541,050.00**	**5,541,050.00**	(0.00)		
														291,634.00	5.0%	Reserves	

ALTUS SCHOOLS COASTAL
CASH FLOW
FY 2030-2031

Description	Projected Jul-30 (MO. 1)	Projected Aug-30 (MO. 2)	Projected Sep-30 (MO. 3)	Projected Oct-30 (MO. 4)	Projected Nov-30 (MO. 5)	Projected Dec-30 (MO. 6)	Projected Jan-31 (MO. 7)	Projected Feb-31 (MO. 8)	Projected Mar-31 (MO. 9)	Projected Apr-31 (MO. 10)	Projected May-31 (MO. 11)	Projected Jun-31 (MO. 12)	TOTAL				
BEG. CASH BALANCES	**5,743,240.49**	6,013,827.35	5,797,673.66	5,887,004.40	5,920,642.14	5,933,392.89	6,022,916.63	6,054,190.38	6,131,194.38	6,303,575.38	6,399,777.39	6,472,724.57	5,743,240.49				
ADD :																	
AR/Prepaid Expense	497,276.20		18,125.00	41,976.00			-	-	-	-	-	791.00	**558,168.20**				
LCFF Sources	233,482.00	233,482.00	435,781.60	420,267.60	420,267.60	435,781.60	420,267.60	497,883.00	513,397.00	497,883.00	497,883.00	15,514.00	4,621,890.00				
Federal Revenue	-	-	18,674.00	-	-	18,674.00	-	-	37,669.00	-	-	18,674.00	93,691.00				
Other State Revenue	39,250.97	39,250.97	56,120.81	56,120.81	73,789.81	56,120.81	78,158.81	60,336.67	60,336.67	82,374.67	60,336.67	20,740.02	682,937.65				
Other Local Revenue	3,952.00	3,952.00	45,147.00	3,952.00	3,952.00	45,147.00	3,952.00	3,952.00	45,146.00	3,951.00	3,951.00	45,146.00	212,200.00				
Total	773,961.17	276,684.97	573,848.41	522,316.41	498,009.41	555,723.41	502,378.41	562,171.67	656,548.67	584,208.67	562,170.67	100,865.02	6,168,886.85				
LESS:																	
AP/FA/Investments	675.00	675.00	675.00	675.00	675.00	677.00							**4,052.00**				
Certificated Salaries	197,882.00	206,090.00	203,565.00	204,828.00	205,459.00	201,039.00	199,145.00	203,565.00	203,565.00	202,302.00	205,459.00	212,243.00	2,445,142.00				
Classified Salaries	40,709.00	48,580.00	46,158.00	47,369.00	47,974.00	43,736.00	41,920.00	46,158.00	46,158.00	44,947.00	47,974.00	52,207.00	553,890.00				
Employee Benefits	90,944.00	95,410.00	94,036.00	94,723.00	95,067.00	92,662.00	91,631.00	94,036.00	94,036.00	93,349.00	95,067.00	165,982.00	1,196,943.00				
Books and Supplies	27,043.26	27,043.26	24,043.26	24,043.26	21,043.26	18,043.26	22,043.26	22,043.26	24,043.26	26,043.26	24,043.26	29,042.14	288,518.00				
Serv, other Operating Exp.	145,446.04	114,365.40	115,365.40	116,365.40	114,365.40	109,365.40	116,365.40	119,365.40	116,365.40	121,365.40	116,680.22	149,637.11	1,455,052.00				
Capital Outlay	675.00	675.00	675.00	675.00	675.00	677.00	-	-	-	-	-	-	4,052.00				
All Other Transfers Out	-	-	-	-	-	-	-	-	-	-	-	791.00	791.00				
Total	503,374.30	492,838.66	484,517.66	488,678.66	485,258.66	466,199.66	471,104.66	485,167.66	484,167.66	488,006.66	489,223.48	609,902.25	5,948,440.00				
ENDING CASH BALANCES	**6,013,827.35**	**5,797,673.66**	**5,887,004.40**	**5,920,642.14**	**5,933,392.89**	**6,022,916.63**	**6,054,190.38**	**6,131,194.38**	**6,303,575.38**	**6,399,777.39**	**6,472,724.57**	**5,963,687.34**	5,963,687.34				
														FY 30-31	**ADVANCE**		
REVENUE														**Prelim Budget**	**APPORTIONMENT**		**ACCRUAL**
LCFF Sources:	5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%			**Jul - Jan**	**Bal.**	**A/R**
State Aid	**233,482.00**	**233,482.00**	**420,267.60**	**420,267.60**	**420,267.60**	**420,267.60**	**420,267.60**	497,883.00	497,883.00	497,883.00	497,883.00	-	**4,559,834.00**	**5,057,715.00**	2,568,302.00	2,489,413.00	**497,881.00**
Education Protection Account			15,514.00			15,514.00			15,514.00			15,514.00	**62,056.00**	**62,056.00**	31,028.00	31,028.00	**-**
Sub-total	233,482.00	233,482.00	435,781.60	420,267.60	420,267.60	435,781.60	420,267.60	497,883.00	513,397.00	497,883.00	497,883.00	15,514.00	**4,621,890.00**	**5,119,771.00**			
Federal Revenues:																	
Federal IDEA									18,995.00				**18,995.00**	**37,990.00**			**18,995.00**
Title I Part A			13,480.00			13,480.00			13,480.00			13,480.00	**53,920.00**	**53,920.00**			**-**
Title II Part A			1,685.00			1,685.00			1,685.00			1,686.00	**6,741.00**	**6,741.00**			**-**
Title III LEP			1,009.00			1,009.00			1,009.00			1,008.00	**4,035.00**	**4,035.00**			**-**
Title IV			2,500.00			2,500.00			2,500.00			2,500.00	**10,000.00**	**10,000.00**			**-**
Sub-total	-	-	18,674.00	-	-	18,674.00	-	-	37,669.00	-	-	18,674.00	93,691.00	112,686.00			
State Revenues:																	
Mandated Block Grant					17,669.00								**17,669.00**	**17,669.00**			**-**
State Lottery							15,394.00			15,394.00			**30,788.00**	**61,574.00**			**30,786.00**
State Lottery - Inst.							6,644.00			6,644.00			**13,288.00**	**26,574.00**			**13,286.00**
CTEIGP	18,163.67	18,163.67	18,163.67	18,163.67	18,163.67	18,163.67	18,163.67	18,163.67	18,163.67	18,163.67	18,163.67	18,163.67	**217,964.00**	**217,964.00**			**-**
State IDEA	**19,799.15**	**19,799.15**	**35,638.47**	**35,638.47**	**35,638.47**	**35,638.47**	**35,638.47**	39,597.00	39,597.00	39,597.00	39,597.00	-	**376,178.65**	**415,775.00**	217,790.65	197,984.35	**39,596.35**
Mental Health Level II	**1,288.15**	**1,288.15**	**2,318.67**	**2,318.67**	**2,318.67**	**2,318.67**	**2,318.67**	2,576.00	2,576.00	2,576.00	2,576.00	2,576.35	**27,050.00**	**27,050.00**	14,169.65	12,880.35	**-**
Arts, Music and Instructional Materials Prop 28	**2,194.05**	**2,194.05**	**3,949.29**	**3,949.29**	**3,949.29**	**3,949.29**	**3,949.29**	4,370.00	4,370.00	4,370.00	4,370.00	4,372.45	**45,987.00**	**45,987.00**	24,134.55	21,852.45	**-**
														-			**-**
Sub-total	39,250.97	39,250.97	56,120.81	56,120.81	73,789.81	56,120.81	78,158.81	60,336.67	60,336.67	82,374.67	60,336.67	20,740.02	**728,924.65**	**812,593.00**			
Local Revenue:																	
Interest Income			41,195.00			41,195.00			41,195.00			41,195.00	**164,780.00**	**164,780.00**			**-**
LEA BOP	91.00	91.00	91.00	91.00	91.00	91.00	91.00	91.00	91.00	91.00	91.00	91.00	**1,092.00**	**1,092.00**			**-**
SMAA	843.00	843.00	843.00	843.00	843.00	843.00	843.00	843.00	842.00	842.00	842.00	842.00	**10,112.00**	**10,112.00**			**-**
All Other Local Revenue	3,018.00	3,018.00	3,018.00	3,018.00	3,018.00	3,018.00	3,018.00	3,018.00	3,018.00	3,018.00	3,018.00	3,018.00	**36,216.00**	**36,216.00**			**-**
													-	-			
Sub-total	3,952.00	3,952.00	45,147.00	3,952.00	3,952.00	45,147.00	3,952.00	3,952.00	45,146.00	3,951.00	3,951.00	45,146.00	**212,200.00**	**212,200.00**			
													5,656,705.65	**6,257,250.00**			**$ 600,544.35**
EXPENSES																	
Certificated Salaries	197,882	206,090	203,565	204,828	205,459	201,039	199,145	203,565	203,565	202,302	205,459	212,243	**2,445,142.00**	**2,445,142.00**	-		
Classified Salaries	40,709	48,580	46,158	47,369	47,974	43,736	41,920	46,158	46,158	44,947	47,974	52,207	**553,890.00**	**553,890.00**	-		
Employee Benefits	90,944	95,410	94,036	94,723	95,067	92,662	91,631	94,036	94,036	93,349	95,067	165,982	**1,196,943.00**	**1,196,943.00**	-		
Books and Supplies	27,043	27,043	24,043	24,043	21,043	18,043	22,043	22,043	24,043	26,043	24,043	29,042	**288,518.00**	**288,518.00**	0.00		
Serv, other Operating Exp.	145,446	114,365	115,365	116,365	114,365	109,365	116,365	119,365	116,365	121,365	116,680	149,637	**1,455,052.00**	**1,455,052.00**	(0.00)		
Capital Outlay	675	675	675	675	675	677	-	-	-	-	-	-	**4,052.00**	**4,052.00**	-	Depr.(Non_cash)	
Debt Service Payment-Interest	-	-	-	-	-	-	-	-	-	-	-	791.00	**791.00**	**791.00**	-		
													-	-	-		
TOTALS	502,699.30	492,163.66	483,842.66	488,003.66	484,583.66	465,522.66	471,104.66	485,167.66	484,167.66	488,006.66	489,223.48	609,902.25	**5,944,388.00**	**5,944,388.00**	(0.00)		
														312,862.00	5.0%	Reserves	

APPENDIX B

4-YEAR CASH FLOW PROJECTIONS

Altus SCHOOLS COASTAL

Multiple Year Operational Budget
FY 2027-2028 to FY 2030-2031

REVENUES

DESCRIPTION	ACCOUNT CODES	FY 2027-2028	FY 2028-2029	FY 2029-2030	FY 2030-2031
LOCAL CONTROL FUNDING FORMULA - LCFF					
LCFF State Aid	8011	$ 3,981,074.00	$ 4,312,406.00	$ 4,669,640.00	$ 5,057,715.00
Education Protection Account	8012	53,606.00	56,288.00	59,102.00	62,056.00
TOTAL, LCFF ENTITLEMENT		**$ 4,034,680.00**	**$ 4,368,694.00**	**$ 4,728,742.00**	**$ 5,119,771.00**
FEDERAL REVENUES					
Federal IDEA	8181	$ 32,915.00	$ 34,510.00	$ 36,250.00	$ 37,990.00
Title I, Part A - Basic Grants Low-Income & Neglected	8290	53,920.00	53,920.00	53,920.00	53,920.00
Title II, Part A - Improving Teacher Quality Program	8290	6,741.00	6,741.00	6,741.00	6,741.00
Title III - Limited English Proficient Study Program	8290	4,035.00	4,035.00	4,035.00	4,035.00
Title IV Part A-Student Support & Academic Enrichment	8290	10,000.00	10,000.00	10,000.00	10,000.00
TOTAL, FEDERAL REVENUES		**$ 107,611.00**	**$ 109,206.00**	**$ 110,946.00**	**$ 112,686.00**
STATE REVENUES OTHER THAN LCFF					
Mandate Block Grant	8550	$ 14,360.00	$ 15,543.00	$ 16,828.00	$ 17,669.00
Lottery Unrestricted - Non Prop-20	8560	53,190.00	55,851.00	58,643.00	61,574.00
Lottery Restricted - Prop 20	8560	22,956.00	24,104.00	25,309.00	26,574.00
Career Technical Education Incentive	8590	217,964.00	217,964.00	217,964.00	217,964.00
Special Education	8792	359,160.00	377,130.00	395,983.00	415,775.00
Special Education - Mental Health Level 2	8590	23,367.00	24,536.00	25,763.00	27,050.00
Arts Music in Schools - Prop 28	6770	39,844.00	41,775.00	43,881.00	45,987.00
TOTAL, STATE REVENUES		**$ 730,841.00**	**$ 756,903.00**	**$ 784,371.00**	**$ 812,593.00**
LOCAL REVENUES					
Interest Income	8660	$ 159,934.00	$ 161,533.00	$ 163,149.00	$ 164,780.00
All Other Local Revenue	8699	$ 9,624.00	$ 9,720.00	$ 9,914.00	$ 10,112.00
LEA BOP	8699	$ 1,040.00	$ 1,050.00	$ 1,071.00	$ 1,092.00
SMAA	8699	32,524.00	32,849.00	34,491.00	36,216.00
TOTAL, LOCAL REVENUES		**$ 203,122.00**	**$ 205,152.00**	**$ 208,625.00**	**$ 212,200.00**
TOTAL, REVENUES		**$ 5,076,254.00**	**$ 5,439,955.00**	**$ 5,832,684.00**	**$ 6,257,250.00**

Multiple Year Operational Budget
FY 2027-2028 to FY 2030-2031

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	FY 2027-2028	FY 2028-2029	FY 2029-2030	FY 2030-2031
CERTIFICATED SALARIES					
Teachers' Salaries	1100	$ 1,459,924.00	$ 1,591,201.00	$ 1,797,641.00	$ 1,901,661.00
Certificated Pupil Support Salaries	1200	$ 203,090.00	$ 207,564.00	$ 211,881.00	$ 212,482.00
Certificated Supervisor & Adm. Salaries	1300	$ 181,220.00	$ 182,667.00	$ 184,223.00	$ 184,656.00
Other Certificated Salaries	1900	$ 129,540.00	$ 133,695.00	$ 141,371.00	$ 146,343.00
TOTAL, CERTIFICATED SALARIES		**$ 1,973,774.00**	**$ 2,115,127.00**	**$ 2,335,116.00**	**$ 2,445,142.00**
CLASSIFIED SALARIES					
Instructional Aide's Salaries	2100	68,675.00	98,389.00	127,463.00	138,043.00
Classified Support Salaries	2200	$ 14,231.00	$ 14,754.00	$ 15,155.00	$ 15,385.00
Classified Supervisor and Administrator Salaries	2300	$ 96,950.00	$ 98,739.00	$ 99,115.00	$ 99,115.00
Clerical,Technical and Office Salaries	2400	$ 214,728.00	$ 279,986.00	$ 289,109.00	$ 291,756.00
Other Classified Salaries	2900	$ 8,633.00	$ 9,054.00	$ 9,318.00	$ 9,591.00
TOTAL, CLASSIFIED SALARIES		**$ 403,217.00**	**$ 500,922.00**	**$ 540,160.00**	**$ 553,890.00**
EMPLOYEE BENEFITS					
STRS Retirement	3100	$ 383,654.00	$ 410,809.00	$ 452,899.00	$ 473,914.00
PERS Retirement	3200	$ 98,712.00	$ 121,257.00	$ 126,523.00	$ 129,970.00
Social Security/Medicare	3300	$ 57,303.00	$ 66,776.00	$ 72,944.00	$ 75,589.00
Health and Welfare	3400	$ 411,982.00	$ 426,982.00	$ 451,982.00	$ 479,982.00
Unemployment Insurance	3500	$ 1,188.00	$ 1,308.00	$ 1,438.00	$ 1,500.00
Workers Compensation	3600	$ 28,524.00	$ 31,393.00	$ 34,503.00	$ 35,988.00
TOTAL EMPLOYEE BENEFITS		**$ 981,363.00**	**$ 1,058,525.00**	**$ 1,140,289.00**	**$ 1,196,943.00**
TOTAL PERSONNEL COST		**$ 3,358,354.00**	**$ 3,674,574.00**	**$ 4,015,565.00**	**$ 4,195,975.00**

Altus SCHOOLS COASTAL

Multiple Year Operational Budget
FY 2027-2028 to FY 2030-2031

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	FY 2027-2028	FY 2028-2029	FY 2029-2030	FY 2030-2031
BOOKS AND SUPPLIES					
Textbooks	4100	$ 9,945.00	$ 10,243.00	$ 10,551.00	$ 10,973.00
Books other than Textbooks	4200	$ 1,095.00	$ 1,628.00	$ 1,677.00	$ 1,744.00
Instructional Materials and Supplies	4300	$ 30,203.00	$ 31,109.00	$ 32,042.00	$ 38,324.00
On Line Courses	4312	$ 38,081.00	$ 39,223.00	$ 40,400.00	$ 42,016.00
Noncapitalized Equipment	4400	$ 131,500.00	$ 133,744.00	$ 139,936.00	$ 185,185.00
Food	4700	$ 7,419.00	$ 8,193.00	$ 8,439.00	$ 10,276.00
TOTAL, BOOKS AND SUPPLIES		**$ 218,243.00**	**$ 224,140.00**	**$ 233,045.00**	**$ 288,518.00**
SERVICES, OTHER OPERATING EXPENSES					
Travel and Conference	5200	$ 23,053.00	$ 23,446.00	$ 24,150.00	$ 26,429.00
Dues and Memberships	5300	$ 14,595.00	$ 15,033.00	$ 15,484.00	$ 16,946.00
Liability Insurance	5400	$ 41,057.00	$ 42,289.00	$ 43,557.00	$ 47,670.00
Operations and Housekeeping Services	5500	$ 115,328.00	$ 118,788.00	$ 122,352.00	$ 134,795.00
Rental, Leases & Repairs	5600	$ 374,877.00	$ 383,549.00	$ 411,550.00	$ 426,580.00
Prof/Consulting Services/Oper. Expenses	5800	$ 540,823.00	$ 559,058.00	$ 573,118.00	$ 701,668.00
Marketing	5812	$ 50,763.00	$ 54,400.00	$ 58,327.00	$ 62,573.00
Communication	5900	$ 33,066.00	$ 34,058.00	$ 35,080.00	$ 38,391.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		**$ 1,193,562.00**	**$ 1,230,621.00**	**$ 1,283,618.00**	**$ 1,455,052.00**
CAPITAL OUTLAY					
Depreciation - Leasehold Improvements	6900	43,549.00	30,354.00	-	-
Depreciation - Equipment	6900	8,364.00	8,103.00	8,103.00	4,052.00
TOTAL, CAPITAL OUTLAY		**$ 51,913.00**	**$ 38,457.00**	**$ 8,103.00**	**$ 4,052.00**
OTHER OUTGO					
Debt Service Payment - Interest (Capitalized Le	7438	$ 368.00	$ 165.00	$ 719.00	$ 791.00
TOTAL, OTHER OUTGO		**$ 368.00**	**$ 165.00**	**$ 719.00**	**$ 791.00**
RESERVES					
Operation Reserve (Non-Payroll Exp.)	9780	$ 126,907.00	$ 135,999.00	$ 145,817.00	$ 156,431.00
Reserve for Economic Uncertainties	9789	$ 126,907.00	$ 135,999.00	$ 145,817.00	$ 156,431.00
TOTAL, RESERVES		**$ 253,814.00**	**$ 271,998.00**	**$ 291,634.00**	**$ 312,862.00**
%		**5.00%**	**5.00%**	**5.00%**	**5.00%**
TOTAL, EXPENDITURES		**$ 5,076,254.00**	**$ 5,439,955.00**	**$ 5,832,684.00**	**$ 6,257,250.00**

Non-Personnel Cost

Assumptions for Projected Multiyear Budgets
FY 2027-28 to FY 2030-31

Altus Schools Coastal ("ASC or "Charter School") is a Flex-Based program. Charter School takes a very conservative approach in developing its financial planning.

A regular school or a comprehensive high school generates its major source of revenues from pupils' actual attendance or what is sometimes referred to as "Seat Time Attendance". As a condition of apportionment, every pupil must be scheduled to attend school for the statutory minimum days applicable to the grade level or program unless exempted.

Apportionment credit for a Flex-Based program like ASC are based on the student's "product" or academic work, which is assessed by a competent credentialed certificated teacher. The teacher determines the time value of completed assignments or work products so that Average Daily Attendance (**ADA**) can be earned. The School Calendar complies with the legally required minimum number of annual instructional minutes and annual school days pursuant to California Ed Code Section 47612.5 and Title 5, California Code regulations, Section 11960.

The Charter School operates a year-round program under multi-track calendar and does not offer a separate summer school program. The regular instructional calendars run from July through June, allowing students to enroll and earn academic credit throughout all 12 months of the fiscal year. Each student is expected to complete 175 instructional days at 375 minutes per day, totaling 65,625 instructional minutes annually. Courses offered in July (*Learning Period 1*) and August (*Learning Period 2*) are the same courses offered throughout the school year. This year-round structure maximizes students' opportunities to remain on track or catch-up on coursework.

The State of California implemented the **Local Control Funding Formula (LCFF)** in the 2013-14 school year to fund public schools, including charter schools. In the 2018-19 fiscal year, LCFF funding targets were achieved, and future LCFF growth will be attributable to the application of the COLA plus augmentation to the base grant.
The LCFF formula for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K-3, 4-6, 7-8, 9-12) and includes additional funding for targeted students, as follows:

* **Supplemental Grant** equals 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English Language Learners, Free and Reduced Priced Meal eligible students, foster youth, or any combination of these factors (unduplicated count). The projected unduplicated pupil percentage for Charter School is 62.24%.

* **Concentration Grant** equal to 65 percent of the adjusted base grant multiplied by ADA and the percentage of unduplicated pupils exceeding 55% of an LEA's enrollment. Concentration grants for charter schools are limited to the lesser of the

charter school's unduplicated pupil percentage (UPP) or their local districts UPP.As part of the LCFF, school districts, county offices of education and charter schools are required to develop and adopt a **Local Control and Accountability Plan (LCAP)** using a State Board adopted LCAP template. The LCAP can be a single-year or three-year plan, which is reviewed and updated annually. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. All LEAs must complete the LCAP and the Annual Update Template each year.

State regulations require that the LCAP must include annual goals in eight specified areas. These eight annual goals are in alignment with the State goals.

1. Student Achievement
2. Student Engagement
3. Other Student Outcomes
4. School Climate
5. Parental Involvement
6. Basic Services
7. Implementation of Common Core
8. Course Access

Based on School Services of California (SSC) School District and Charter School Financial Projection Dartboard – 2026-27 May Revision and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build Charter School's multi-year budgets.

Table #1:

Funding for Multiyear Projected Operational Budgets				
DESCRIPTION	**FY 2027-28**	**FY 2028-29**	**FY 2029-30**	**FY 2030-31**
Grades K-3 Base Grant	$12,200	$12.577	$12,968	$13,372
Grades 4-6 Base Grant	$11,218	$11,565	$11,925	$12,297
Grades 7-8 Base Grant	$11,550	$11,907	$12,277	$12,660
Grades 9-12 Base Grant	$13,734	$14,159	$14,599	$15,054
Statutory Cost of Living Allowance (COLA)	3.30%	3.09%	3.11%	3.12%
ASC's Unduplicated Pupil Percentage (Rolling Average)	62.24%	62.38%	62.27%	62.26%
District's Unduplicated Pupil Percentage (SDCOE)	24.97%	24.97%	24.97%.	24.97%

ENROLLMENT AND ADA – PROJECTIONS:

Table #2:

DESCRIPTION	FY 2027-28	FY 2028-29	FY 2029-30	FY 2030-31
Projected Enrollment	**282**	**296**	**311**	**327**
ADA:				
Grade 6	9.08	9.54	10.01	10.51
Grades 7-8	32.16	33.77	35.46	37.23
Grades 9-12	226.79	238.13	250.04	262.54
Total Projected P-2 ADA	**268.03**	**281.44**	**295.51**	**310.28**

REVENUE PROJECTIONS:

Table #3:

DESCRIPTION	FY 2027-28	FY 2028-29	FY 2029-30	FY 2030-31
LCFF Sources	**$4,034,680**	**$4,368,694**	**$4,728,742**	**$5,119,771**
Federal Revenue	**107,611**	**109,206**	**110,946**	**112,686**
State Revenue	**730,841**	**756,903**	**784,371**	**812,593**
Other Local Revenues	**203,122**	**205,152**	**208,625**	**212,200**
Total Projected Revenues	**$5,076,254**	**$5,439,955**	**$5,832,684**	**$6,257,250**

- **Education Protection Account (EPA)** is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the voters on Nov. 6, 2012, brought about the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the school's general purpose state aid funding for funds received through the EPA.

- **Lottery revenues** are allocated based on CY annual ADA adjusted by the statewide average excused absence factor of 1.04446. However, since CY annual ADA is not available until after the fiscal year ends, lottery funding is initially allocated using the prior year's (PY) Annual ADA and adjusted in the subsequent fiscal year. Rates used are based on the School Services of California's latest estimates: $82 for Prop 20 (Lottery: Instructional Materials) and $190 for Non-Prop 20 (Lottery: Unrestricted).

- **Federal Title funds (Titles I, II, III, and IV)** are based on the latest allocation schedules provided by the California Department of Education for FY 2026-27.

- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at $1,340 per ADA (highest of past 3 years) while **Federal IDEA** revenues are projected at $145 per PY California Basic Educational Data System (CBEDS).

- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers' Office. Altus Schools Coastal Charter School chooses to receive the block grant which is based on PY P-2 ADA with funding rates of $22.01 for Grades K-8 and $62.48 for Grades 9-12.

- **Career Technical Education Incentive Grant Program** was established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of the school district and charter school LCFF. Charter School estimates a grant amount of $217,964 based on historic grant awards.

- **Proposition 28**, also known as the **Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act**, provides additional funding for arts education in California public schools. As of November 8, 2022, this initiative requires the state to establish an ongoing program supporting arts instruction in schools starting from 2023-24 academic year. The purpose of the plan is to increase access to arts instruction. These funds will be used to increase access to arts education, enhance arts curriculum and instruction and foster student engagement and participation.

- The **Local Educational Agency (LEA) Medi-Cal Billing Option Program** reimburses the charter school for providing health-related services to Medi-Cal eligible students. The charter school participates in recovering costs for essential services, such as speech therapy, counseling, and physical therapy, ensuring these services are accessible to all students. This program helps enhance its support for students' health and well-being. Services are reimbursed through a process where the school submits claims to Medi-Cal for covered services and receives interim payments, which are later reconciled with actual costs through a cost report.

- Altus Schools Southern California Corporation, which operates and manages Altus Schools Coastal, applied for the **School-Based Medi-Cal Administrative Activities (SMAA) program.** This program allows the school to claim federal reimbursement for a portion of the costs associated with administering Medi-Cal-related activities. These activities include outreach and referral, facilitating Medi-Cal applications, arranging non-emergency/non-medical transportation, program planning and policy development, and claims coordination.

  The reimbursement is calculated based on the time and effort our staff dedicate to these activities, as determined by the Random Moment Time Survey (RMTS) methodology. This ensures that the school accurately captures the percentage of staff time that qualifies for reimbursement. We expect the SMAA revenue to contribute significantly to offsetting the costs of these essential administrative functions, thereby supporting our overall budget and enhancing our ability to provide comprehensive health and support services to our students.

FULL-TIME EQUIVALENT (FTE) FACULTY for 2027-28 to 2030-31

Table #4:

POSITIONS	OBJECT CODE	FY 2027-28	FY 2028-29	FY 2029-30	FY 2030-31
Teachers (Gen. Ed & Special Ed)*	1100	11.81	13.81	14.81	15.31
Cert Pupil Support (Counselors/Nurse/Psych)	1200	1.50	1.50	1.50	1.50
Cert. Supervisor & Administrator	1300	0.84	0.84	0.84	0.84
Other Certificated (CTR)	1900	3.00	3.00	3.00	3.00
Instructional Aid Salaries	2100	3.00	4.00	5.00	5.00
Classified Support Salaries	2200	0.19	0.19	0.19	0.19
Classified Supervisor/Admin	2300	0.47	0.47	0.47	0.47
Clerical, Technical & Office Staff	2400	3.02	3.02	3.02	3.02
Other Classified (Administrative Support)	2900	0.07	0.07	0.07	0.07
TOTAL FTE POSITIONS BUDGETED		**23.90**	**26.90**	**28.90**	**29.40**

- FTE positions for certificated teachers are calculated at 1 FTE for every 25 ADA, and Special Ed is at 1 Special Ed Resource Specialist for every 28 caseload to ensure compliance with Special Ed regulations. We calculated the caseload by multiplying the total enrollment by the percentage of Special Ed population compared to total student population. For the multiyear budget projections, Special Ed population is estimated at 26%.

EMPLOYEE BENEFITS

Employee benefits were calculated using the following rates:

Table #5:

	OBJECT CODE	CERTIFICATED	CLASSIFIED
STRS (Teachers Retirement)	3111-12	Refer to table #6	
PERS (Classified Retirement)	3211-12		Refer to table #6
OASDI (Social Security)	3311-12		6.20%
MEDICARE	3321-22	1.45%	1.45%
Health & Welfare - Self-Insured Plan Monthly Rates - Medical $2,700 - Dental $ 120 - Vision $ 27 - Life Ins. $ 10	3401-02		
State Unemployment Insurance	3501-01	0.05%	0.05%
Worker Compensation Insurance	3601-02	1.20%	1.20%

CalSTRS and CalPERS Rates:

Table #6:

DESCRIPTION	FY 2027-28	FY 2028-29	FY 2029-30	FY 2030-31
CalSTRS	19.10%	19.10%	19.10%	19.10%
CalPERS	26.80%	25.90%	25.10%	25.10%

NUTRITION PROGRAM EXPENDITURES UNDER OBJECT CODE 4700

ASC has implemented a meal program that complies with the State Meal Mandate for Non-classroom Based Charter Schools, following the California Department of Education's Universal Meals Program guidelines and California Education Code Section 49501.5. This code requires charter schools serving grades TK–12 to provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals must be nutritionally adequate and meet federal reimbursement standards. ASC shall provide each student with adequate time to eat as determined by the Charter School in consideration of available guidance.

PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800

Included in this object code are the authorizer's oversight fees, marketing fees, maintenance agreements, student information systems, technology services, personnel testing, annual financial audits, advertising, printing services, MAP assessments, Special Education Services and Support, El Dorado SELPA Admin Fee, Supplemental Educational Services, software licenses, and legal fees.

Table #7:

DESCRIPTION	FY 2027-28	FY 2028-29	FY 2029-30	FY 2030-31
Professional /Consulting Services & Other Operating Expenses	$591,586	$613,458	$631,445	$764,242
% of Total Budget	11.65%	11.28%	10.83%	12.21 %

MARKETING

Pursuant to Education Code Section 47605 (b)(5)(G) Charter School will provide means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. The authorizing District has a broad and diverse student population. The budget for marketing will support the significant outreach efforts to ensure that the student body of the Charter School reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. Charter School has deployed an integrated marketing plan to support organizational growth. To reach Charter School's target audience, messaging has been tailored for the following mediums: Television, Billboards, Street Posters, Postcards, Email, Mobile,

Facebook Radio and Bus Ads. Charter School has allocated the following for its marketing expenditure:

Table #8:

DESCRIPTION	FY 2027-28	FY 2028-29	FY 2029-30	FY 2030-31
Marketing Expenses	$50,763	$54,400	$58,327	$62,573
% of Total Budget	1%	1%	1%	1%

AUTHORIZER'S OVERSIGHT FEES

Charter School will pay its authorizing District (State Board of Education) oversight fees of **1 percent** for apportionments received from the State for LCFF Revenues. The following are revenues subject to calculation of **1 percent oversight fees**:

- Object Code 8011 – LCFF State Aid – Current Year
- Object Code 8012 - Education Protection Account (EPA) Entitlement
- Object Code 8019 - State Aid Prior Years - LCFF
- Object Code 8019 - State Aid Prior Years – EPA

Table #9:

DESCRIPTION	FY 2027-28	FY 2028-29	FY 2029-30	FY 2030-31
1% Oversight Fees	$40,347	$43,687	$47,287	$51,198

RESERVES

Charter School has allocated reserves of 5% of total revenues for FY 2027-28 to FY 30-31.

Table #10:

DESCRIPTION	FY 2027-28	FY 2028-29	FY 2029-30	FY 2030-31
Reserves	$253,814	$271,998	$291,634	$312,862

FACILITIES

ASC carries contractual lease agreements with annual cost as shown in Table #11. The total cost of the contractual lease obligation from July 2028 through end of term (2029) is $474,622. The Charter School has budgeted the following amounts for the lease of its resource centers.

Table #11:

DESCRIPTION	FY 2027-28	FY 2028-29	FY 2029-30	FY 2030-31
Facility Leases	$325,084	$331,229	$346,641	$355,544

APPENDIX C

PROJECTED 5-YEAR ENROLLMENTS BY GRADE LEVEL

Altus Coastal P2 Ending Enrollment					
	27-28	**28-29**	**29-30**	**30-31**	**31-32**
TK-3					15
4-6	10	11	13	15	20
7-8	34	37	40	43	47
9-12	238	248	258	269	279
Total Enrollment	**282**	**296**	**311**	**327**	**361**

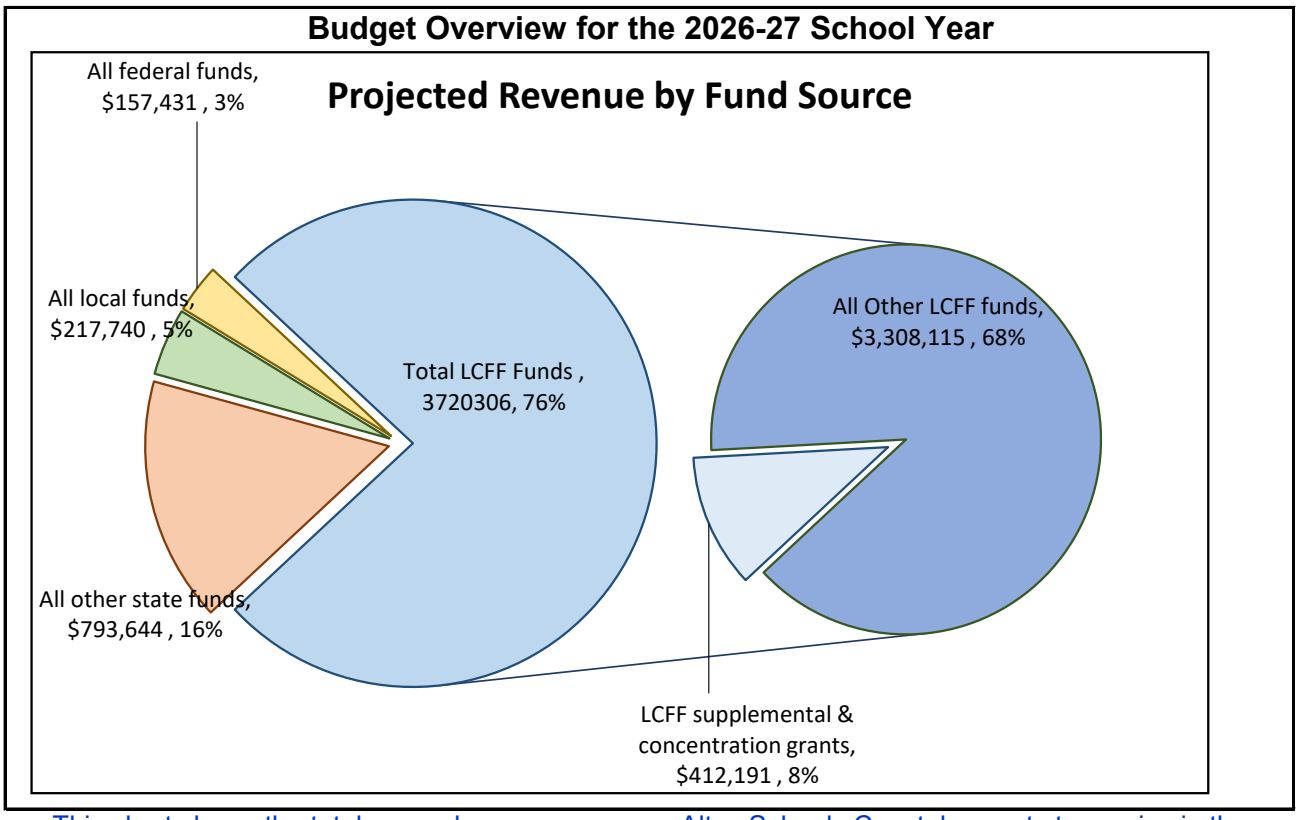
APPENDIX D

LCAP

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Altus Schools Coastal
CDS Code: 37103710134577
School Year: 2026-27
LEA contact information: Allison Fleck, Ph: (858) 203-7103, Email: afleck@altusschools.net

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

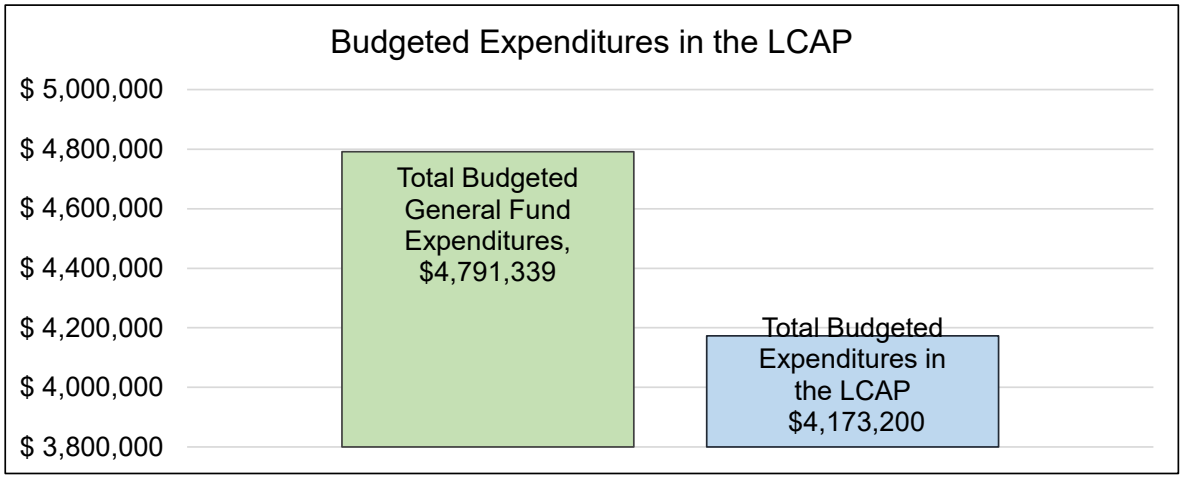


This chart shows the total general purpose revenue Altus Schools Coastal expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Altus Schools Coastal is $4,889,121.00, of which $3,720,306.00 is Local Control Funding Formula (LCFF), $793,644.00 is other state funds, $217,740.00 is local funds, and $157,431.00 is federal funds. Of the $3,720,306.00 in LCFF Funds, $412,191.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Altus Schools Coastal plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Altus Schools Coastal plans to spend $4,791,339.00 for the 2026-27 school year. Of that amount, $4,173,199.67 is tied to actions/services in the LCAP and $618,139.33 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

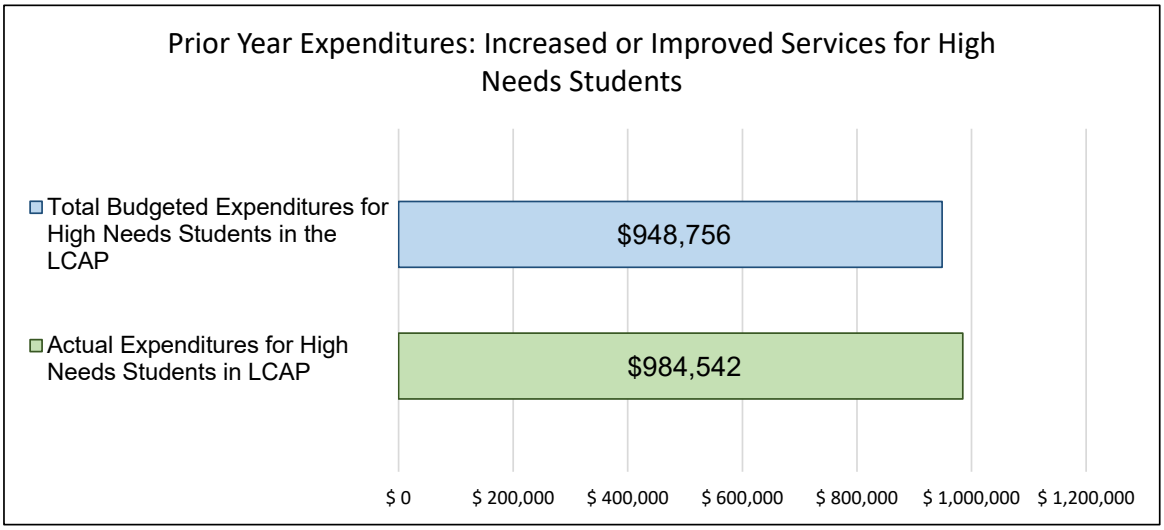
The budgeted expenditures that are not included in the Local Control and Accountability Plan (LCAP) are salaries of administrative staff, maintenance services, utilities, custodial, janitorial, depreciation, audit, legal and oversight fees.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Altus Schools Coastal is projecting it will receive $412,191.00 based on the enrollment of foster youth, English learner, and low-income students. Altus Schools Coastal must describe how it intends to increase or improve services for high needs students in the LCAP. Altus Schools Coastal plans to spend $1,046,674.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Altus Schools Coastal's LCAP budgeted $948,756.00 for planned actions to increase or improve services for high needs students. Altus Schools Coastal actually spent $984,542.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

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

Plan Summary: 2026-27

General Information

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

Mission and School Overview

Altus Schools Coastal (formerly Audeo Charter School II) is a tuition-free public 6-12 school authorized by the San Diego County Office of Education. As a key member of the **Altus Schools** network, Altus Schools Coastal operates a successful academic intervention model designed to re-engage students. Our primary mission is to guide students as they recover credits to return to their school of residence or transition into college and career post-secondary pathways.

Altus Schools Coastal offers a personalized flex-based educational program. We operate two resource centers in North and South Carlsbad, located within the Carlsbad Unified School District boundaries. These centers offer a safe, quiet, and distraction-free environment where students meet with staff by appointment to participate in a highly personalized instructional program.

Commitment to Quality and Support

- **Accreditation:** The school maintains a Six-Year Accreditation Status through WASC (Western Association of Schools and Colleges) through June 30, 2032, with current renewals reflecting our updated name.
- **Academic Rigor:** Our teachers are committed to a personalized academic experience. Courses are aligned with Common Core State Standards and are infused with technology-based activities and assignments.
- **Family Partnership:** We view families as an integral part of the learning "team." Teachers engage with parents on a weekly basis through formal meetings, home visits, phone calls, and emails to ensure consistent support.
- **Holistic Environment:** In addition to providing a rigorous academic experience, Altus Schools Coastal works to alleviate the social and personal pressures that can impact performance. We leverage many community partnerships to provide essential resources to our students and families.

Dashboard Alternative School Status (DASS)

Altus Schools Coastal is identified by the California Department of Education (CDE) as a **Dashboard Alternative School Status (DASS)** school. This status is reserved for schools that maintain an unduplicated count of at least 70% high-risk student groups upon enrollment.

These groups include students who are credit deficient, habitually truant, recovered dropouts, wards of the court, homeless or foster youth, and students who have been expelled or suspended.

Enrollment and Demographics

In January 2026, the school reported a total enrollment of **241 students**. The following demographics highlight the diversity and specific needs of the Altus Schools Coastal student population:

Socioeconomic and Special Populations

- **Socioeconomically Disadvantaged:** 60%
- **Students with Disabilities:** 25%
- **English Learners:** 10%
- **Homeless Youth:** 8%
- **Gifted and Talented Education (GATE):** 3%
- **Foster Youth:** 0%

Student Ethnicity

- **Hispanic:** 50%
- **White:** 36%
- **Black or African American:** 4%
- **Other Ethnicities:** 10%

Altus Schools Coastal remains dedicated to a "kids first" culture, ensuring that every student's progress and academic achievement is our top priority.

Reflections: Annual Performance

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

Educational partners at Altus Schools Coastal recognize the school's commitment to personalized, flexible learning environments that support student engagement and individualized pathways to success. Review of the 2025 California School Dashboard reflects strong overall performance alongside focused areas for continued growth aligned to ASC's improvement priorities.

Chronic Absenteeism earned a **Blue (Very Low)** performance level, reflecting a 3.7% decrease from the prior year and resulting in an overall chronic absenteeism rate of just 1.8%. Educational partners view this outcome as evidence of consistent student engagement, strong school–student relationships, and effective monitoring and early response systems that support regular participation in learning.

The **Suspension Rate** also received a **Blue (Very Low)** performance level with a 0% suspension rate, reflecting ASC's emphasis on maintaining a positive, inclusive school climate and supporting students through proactive, restorative, and relationship-centered practices that prioritize social-emotional well-being.

English Language Arts demonstrated an area of strength for ASC, earning a **Blue (Very High)** performance level with no student groups in the Orange or Red. ELA increased significantly by 35.2 points from the prior year, placing ASC 11.2 points above standard. This outcome reflects the effectiveness of focused literacy instruction and instructional supports that promote strong academic growth and sustained achievement.

Mathematics was rated **Yellow (Medium)**, with a 7.7-point increase from the prior year and an overall 86.2 points below standard. The Socioeconomically Disadvantaged student group received a Red performance level. Mathematics remains a key area of focus at ASC, with instructional efforts centered on strengthening core math practices, using ongoing assessment data to guide instructional decision-making, and implementing targeted supports to socioeconomically disadvantaged students.

Science earned a **Yellow (Medium)** performance level with an overall score **of 53.4 points, reflecting** steady performance and continued opportunity to strengthen instructional alignment, hands-on learning experiences, and targeted supports to further improve student achievement in science.

The **English Learner Progress** Indicator did not receive a performance color; however, **56%** of English Learners made progress, which is approximately 10% higher than the state average. Educational partners recognize this as a positive outcome that reflects effective language development supports, engaging designated curriculum, and ongoing progress monitoring that contribute to English Learner persistence and academic growth.

Educational partners expressed high satisfaction with ASC's **97.7% One-Year Graduation Rate in 2025**, viewing it as evidence of effective student guidance systems and a schoolwide commitment to keeping students on track for successful completion of their academic programs.

Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	86	84	97.7%
English Learners	7	*	*
Long-Term English Learners	3	*	*
Homeless	3	*	*
Socioeconomically Disadvantaged	47	45	95.7%
Students with Disabilities	25	24	96.0%
American Indian or Alaska Native	2	*	*
Asian	1	*	*
Filipino	3	*	*
Hispanic or Latino	38	36	94.7%
White	35	35	100.0%
Two or More Races	7	*	*

The **Combined Four- and Five-Year Graduation Rate** increased by **3.7%**, earning a **Yellow (Medium)** performance level. Educational partners recognize this improvement as positive progress within the current accountability framework and support continued focus on strategies such as individualized academic counseling, intentional course planning, and student engagement initiatives to sustain and strengthen graduation outcomes. The Hispanic student group did receive a Red performance level, indicating a need for targeted credit completion supports for this student population.

Areas for Continued Improvement and Strategic Focus

Based on a review of the 2025 California School Dashboard, Altus Schools Coastal will continue to refine supports and strategically focus resources to strengthen **College and Career Preparedness.** The College and Career Indicator (CCI) remains an important area of focus for ASC. In 2025, the school maintained and modestly improved its CCI rate, with a 1.9% increase from the prior year and 21.1% of students demonstrating CCI Preparedness. While the indicator earned an **Orange** performance level, educational partners recognize this stability with

growth as a foundation for continued improvement. The Socioeconomically Disadvantaged student group also performed at the Orange level. ASC will continue to ensure CCI opportunities, such as dual enrollment and articulation, remain completely free of cost to our students and their families. To increase College and Career Preparedness, ASC is prioritizing targeted strategies that support completion of UC A–G course requirements, AP courses, and college classes. These efforts are reinforced through intentional academic counseling and course planning designed to guide students toward clearly defined postsecondary goals.

Through a comprehensive review of the school's Annual Performance data, the school has identified key areas for improvement and strategically allocated Learning Recovery and Emergency Block Grant (LREBG) funds for 2026-27 to accelerate progress in those areas. These funds support targeted actions across all five of the school's LCAP goals, with the strongest concentration in Goal 1, which focuses on improving student achievement. Each action was selected based on evidence of student need and alignment with the school's continuous improvement priorities.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	The development of the 2026-27 LCAP was directly informed by teacher perspectives gathered through a robust multi-layered engagement strategy. Key touchpoints included the annual Staff LCAP Engagement Survey, School Site Council (SSC), and the English Learner Advisory Committee (ELAC). Additionally, educators provided critical feedback during Instructional Meetings, All-Staff Meetings, and Altus University (AU) Professional Learning sessions. This comprehensive data collection process ensured that the LCAP priorities remain student-centered and directly address the classroom-level needs identified by our frontline educators.
Principals and Learning Leads	Principals and Learning Leads played a pivotal role in shaping the 2026-27 LCAP by synthesizing instructional data and student performance trends. Engagement occurred through weekly Learning Lead Huddles, strategic surveys, and specific committee leadership roles. Their expertise in instructional programming and data-driven decision-making enabled the school to refine LCAP goals that maximize academic achievement and ensure the fidelity of our personalized flex-based model.
Administrators	Administrators facilitated the LCAP development process by prioritizing transparency and inclusive collaboration across all partner groups. Utilizing Leadership Huddles, strategic planning sessions, and AU Professional Learning, administrators gathered and integrated diverse feedback into a cohesive school-wide plan. By aligning partner input with school-wide goals and the Altus Schools Coastal mission, administrators ensured that LCAP actions are both fiscally responsible and strategically designed for sustained school improvement.
Other school personnel or staff	Non-instructional staff and school personnel contributed to the 2026-27 LCAP through regular consultation and participation in the engagement cycle. Through surveys, All-Staff meetings, and collaborative professional learning opportunities, personnel provided unique insights into the school's operational health and supportive environment. This inclusive process ensures that all LCAP actions remain aligned with the school's Vision, Mission, and Values, supporting a holistic approach to student success.
El Dorado County Charter SELPA	Altus Schools continues to consult with the El Dorado County Charter SELPA in the development of the 2026-27 LCAP. This consultation ensures that the plan includes specific actions to support students with disabilities, consistent with strategies outlined in the annual assurances support plan for the education of individuals with exceptional needs. Through ongoing communication with SELPA staff, Altus Schools aligns its special education programming with SELPA guidance on compliance, service delivery, and resource support — ensuring that students with exceptional needs are meaningfully represented in the school's goals, actions, and expenditures.

Parents	Parent engagement was strategically prioritized to inform and shape the **Altus Schools Coastal 2026-27 LCAP**, ensuring that school goals align with the diverse needs and perspectives of our community. The school implemented several key consultation avenues to maximize parent voice: • **Data-Driven Feedback:** The **Parent LCAP Engagement Survey** provided quantifiable data and qualitative insights, allowing the school to identify family priorities and refine student support programs. • **Direct Interaction and Dialogue: Open House** and **Senior Night** events facilitated direct communication between families, teachers, and administrators. Regular **Parent-Teacher Conferences** provided a platform for personalized dialogue regarding individual student progress and academic pathways. • **Shared Decision-Making:** Active participation in the **School Site Council (SSC)** and **English Learner Advisory Committee (ELAC)** empowered parents to contribute directly to school-wide decisions concerning instructional strategies and resource allocation. • **Empowering Educational Partnerships:** The **Family Learning Series** provided targeted workshops and resources, equipping parents with practical tools to support their children's academic growth and social-emotional well-being. • **Community Vision:** Parent participation in **Board Meetings** ensured that the community remained informed and involved in broader school policies and strategic initiatives. Recognizing that parent perspectives are vital to school climate and holistic student development, Altus Schools Coastal has integrated this feedback to create a more inclusive, responsive, and student-centered learning environment. This collaborative approach ensures that our LCAP actions directly reflect the aspirations of the families we serve.

Students	Centering student voice is a foundational principle of the **Altus Schools Coastal** LCAP development process. We recognize that authentic student input is essential for maintaining a responsive and effective educational environment. To ensure their perspectives were both heard and integrated into our 2026-27 goals, we utilized a multi-faceted engagement strategy: • **Direct Feedback through the Student LCAP Engagement Survey:** Students were provided the opportunity to offer candid feedback and constructive suggestions, which directly influenced the LCAP's strategic direction and resource prioritization. • **Meaningful Participation in Decision-Making:** Student representation in the **School Site Council (SSC)** and **English Learner Advisory Committee (ELAC)** facilitated collaborative discussions between students and school leaders on critical initiatives and campus policies. • **Diverse Avenues for Input:** Interactive events—including **Open House**, **Senior Night**, **College and Career Week**, **Senior Exhibition Panels**, and **Health & Wellness Week**—served as platforms for students to share their lived experiences and insights with educators and administrators. • **Personalized Student-Teacher Conferences:** Regular, one-on-one conferences allowed students to discuss their academic progress, personal goals, and specific challenges, ensuring that the LCAP remains responsive to individual student needs. By actively integrating these perspectives, Altus Schools Coastal continues to foster a learning environment that prioritizes academic achievement, social-emotional well-being, and personal agency. This commitment ensures that every student is heard, valued, and empowered to reach their post-secondary goals.

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

Engaging educational partners is a continuous process at **Altus Schools Coastal**. Feedback from these collaborations ensures our program addresses the evolving needs of our community and remains aligned with California's State Priorities. For the 2026-27 school year, we continue to prioritize five strategic LCAP goals:

1. High-quality Instruction, 2) Standards-aligned Curriculum, 3) Professional Learning, 4) School Climate, and 5) Innovative Teaching Methods.

Teachers and Staff

Insights from our educators led to the following 2026-27 refinements:

- **Instructional Support:** Increased staffing for tutoring and real-time student feedback.

- **LMS & Technology:** Continued enhancement of the Learning Management System and Chromebook/internet access for students/families.
- **Pathways:** Expansion of Early College Credit and dual enrollment opportunities.
- **Professional Learning:** Training focused on VR integration, IXL Math, Summit K12, and Culturally & Linguistically Responsive Teaching.
- **Wellness:** Expanded systems to support student mental health and crisis intervention.

Principals, Learning Leads, and Administrators

Administrative feedback focused on operational excellence and data-driven outcomes:

- **Mathematics:** Expanding VR Math and IXL usage, supported by monthly research-based Math Study Groups.
- **Targeted Support:** High-dosage tutoring in Math and ELA to increase graduation rates.
- **Special Populations:** Fidelity in Summit K12 for English Learners and high-quality Specialized Academic Instruction (SAI) for Students with Disabilities.
- **Guidance:** Enhanced counseling focused on graduation tracking and career preparedness.
- **Safety:** Continued use of the Brivo card access system to maintain secure environments.

Parents, Families, and Advisory Committees

Family input prioritized communication and holistic support:

- **Literacy:** Prioritizing Achieve3000 to improve reading proficiency for unique learners.
- **Basic Needs:** Maintaining the school meal program to support student readiness to learn.
- **Leadership:** Supporting the California Cadet Corps for fitness and social skills development.
- **School Culture:** Ensuring a safe, bully-free, and responsive environment with clean facilities and clear communication.

Students

Direct student feedback prioritized the following initiatives:

- **Experiential Learning:** Increased field trips and "real-world" problem-solving projects.
- **Mental Health:** Greater access to counselors, wellness workshops, and digital resources.
- **Innovation:** Integration of 3D printing and Virtual Reality within the core curriculum.
- **Equity:** Ensuring hardware and home connectivity are available to all students.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)

Priority 4: Student Achievement (Pupil Outcomes)

Priority 5: Student Engagement (Engagement)

Priority 8: Student Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.1	Independent Study Program: Teacher Credentials	**2023-24 Results** 100% of teachers as of October 2023 **Data Source**: Locally Reported	**2024-25 Results** 100% of general and special education teachers with a teaching credential and EL Authorizations as of October 2024 **Data Source**: Locally Reported	**2025-26 Results** 100% of general and special education teachers with a teaching credential and EL Authorizations as of October 2025 **Data Source**: Locally Reported	**Greater than 90%**	There was no change from the 100% baseline
M1.2	Teachers Appropriately Assigned and Credentialed	**2021-22 Results** Total teaching FTE: 8 Clear: 15.4% **Data Source**: Teaching Assignment Monitoring Outcomes, DataQuest	**2022-23 Results** Total teaching FTE: 8.98 Clear: 35.5% **Data Source**: Teaching Assignment Monitoring Outcomes, DataQuest	**2023-24 Results** Total teaching FTE: 7 Clear: 16.9% **Data Source**: Teaching Assignment Monitoring Outcomes, DataQuest	**Exceed baseline results**	Total teaching FTE: Declined 1 Clear: Increased 1.5%
M1.3	DASS One-Year Graduation Rate	**2022-23 Results** Schoolwide: 90.8% Hispanic: 89.2% White: 90% African American: * 2+ Races: * EL: * SED: 88.2% SWD: 94.4% **Data Source**: CA School Dashboard (Additional Reports)	**2023-24 Results** Schoolwide: 98.6% Hispanic: 96.7% White: 100% African American: * 2+ Races: * EL: * SED: 97% SWD: 100% **Data Source**: CA School Dashboard (Additional Reports)	**2024-25 Results** Schoolwide: 97.7% Hispanic: 94.7% White: 100% African American: * 2+ Races: * EL: * SED: 95.7% SWD: 96% **Data Source**: CA School Dashboard (Additional	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 68.8% San Diego County: 73.4%	Schoolwide increased 6.9%

M1.4	Combined Four- and Five-Year Graduation Rate	**2022-23 Results** Schoolwide 56.8% Hispanic 49% White 71.9% African American * 2+ Races * EL * SED 50% SWD 48.3% **Data Source**: CA School Dashboard	**2023-24 Results** Schoolwide 71.8% Hispanic 63.6% White 76.9% African American * 2+ Races * EL * SED 68.4% SWD 71.4% **Data Source**: CA School Dashboard	**2024-25 Results** Schoolwide 75.5% Hispanic 65.2% White 92.3% African American * 2+ Races 54.5% EL * SED 75.7% SWD 74.2% **Data Source**: CA School Dashboard (Additional	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 54.2% San Diego County: 49.3%	Schoolwide increased 18.7%
M1.5	Chronic Absenteeism Rate	**2023-24 Results** Schoolwide 1.9% Hispanic 3.4% White 0% African American * 2+ Races * EL * SED 2.8% SWD 0% **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide 5.4% Hispanic 4.4% White 5% African American * 2+ Races * EL * SED 3.8% SWD 5% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2024-25 Results** Schoolwide 1.8% Hispanic 0% White 5.6% African American * 2+ Races * EL * SED 0% SWD 0% **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 47.1% San Diego County: 22.2%	Schoolwide improved 0.1%

M1.6	CAASPP ELA: Average Distance from Standard	**2022-23 Results** Schoolwide: -9.5 Hispanic: -37.3 White: 13.7 African American: * 2+ Races: * EL: * SED: -29.4 SWD: * **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: -24.1 Hispanic: -55.6 White: 13.1 African American: * 2+ Races: * EL: * SED: -43.5 SWD: -94.9 **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2024-25 Results** Schoolwide: 11.2 Hispanic: 14.9 White: 22.4 African American: * 2+ Races: * EL: * SED: -11.9 SWD: * **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: -118.2 San Diego County: -135.9	Schoolwide improved 20.7 points
M1.7	CAASPP Math: Average Distance from Standard	**2022-23 Results** Schoolwide: -85.6 Hispanic: -112.8 White: -71 African American: * 2+ Races: * EL: * SED: -96.1 SWD: * **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: -93.9 Hispanic: -123.5 White: -72.6 African American: * 2+ Races: * EL: * SED: -110.7 SWD: -171.6 **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2024-25 Results** Schoolwide: -86.2 Hispanic: -72.1 White: -105 African American: * 2+ Races: * EL: * SED: -118.7 SWD: * **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: -192.8 San Diego County: -185.2	Schoolwide declined 0.6 points
M1.8	Grade 11 CAASPP ELA: Met or Exceeded Standard	**2022-23 Results** ELA: 66.66% **Data Source:** DataQuest CAASPP Results	**2023-24 Results** ELA: 56.1% **Data Source:** DataQuest CAASPP Results	**2024-25 Results** ELA: 77.42% **Data Source:** DataQuest CAASPP Results	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 21.8% San Diego County: 33.3%	Improved 10.76%

M1.9	Grade 11 CAASPP Math: Met or Exceeded Standard	**2022-23 Results** Mathematics: 18.51% **Data Source:** DataQuest CAASPP Results	**2023-24 Results** Mathematics: 28.57% **Data Source:** DataQuest CAASPP Results	**2024-25 Results** Mathematics: 28.13% **Data Source:** DataQuest CAASPP Results	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 3.8% San Diego County: 3.8%	Improved 9.62%
M1.10	English Learner Progress Indicator (ELPI)	**2022-23 Results** English Learners: 50% **Data Source**: CA School Dashboard	**2023-24 Results** English Learners: 58.3% **Data Source**: CA School Dashboard	**2024-25 Results** English Learners: 56% **Data Source**: CA School Dashboard	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 32.5% San Diego County: 37%	Improved 6%
M1.11	English Learner Reclassification Rate	**2022-23 Results** School Reclassification Rate: 7% **Data Source**: DataQuest	**2023-24 Results** School Reclassification Rate: 10% **Data Source**: Locally Reported	**2024-25 Results** School Reclassification Rate: 9% **Data Source**: Locally Reported	**Greater than 10%**	Improved 2%

M1.12	Measures of Academic Progress by NWEA: Reading	**2022-23 Results** Schoolwide 81% Hispanic 81% White 87% African American * 2+ Races * EL 80% SED 77% SWD 78% **Data Source**: Locally Reported * Less than 10 students – data not displayed for privacy	**2024-25 Results** Schoolwide 81% Hispanic 81% White 83% African American * 2+ Races * EL 80% SED 79% SWD 72% **Data Source**: Locally Reported, as of May 2025 * Less than 11 students – data not displayed for privacy	**2025-26 Results** Schoolwide 90% Hispanic 86% White 100% African American * 2+ Races * EL * SED 85% SWD 100% **Data Source**: Locally Reported, as of May 2026 * Less than 11 students – data not displayed for privacy	**Greater than 60% or Exceed 2023 Baseline Results**	Improved 9%
M1.13	Measures of Academic Progress by NWEA: Language	**2022-23 Results** Schoolwide 76% Hispanic 70% White 86% African American * 2+ Races * EL * SED 69% SWD 74% **Data Source**: Locally Reported * Less than 10 students – data not displayed for privacy	**2024-25 Results** Schoolwide 89% Hispanic 84% White * African American * 2+ Races * EL 92% SED 88% SWD 90% **Data Source**: Locally Reported, as of May 2025 * Less than 11 students – data not displayed for privacy	**2025-26 Results** Schoolwide 81% Hispanic 79% White * African American * 2+ Races * EL * SED 83% SWD 86% **Data Source**: Locally Reported, as of May 2026 * Less than 11 students – data not displayed for privacy	**Greater than 60% or Exceed 2023 Baseline Results**	Improved 5%

<table>
<tr>
<td>M1.14</td>
<td>Measures of Academic Progress by NWEA: Math</td>
<td>
<table>
<tr><th colspan="2">2022-23 Results</th></tr>
<tr><td>Schoolwide</td><td>66%</td></tr>
<tr><td>Hispanic</td><td>74%</td></tr>
<tr><td>White</td><td>60%</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>*</td></tr>
<tr><td>EL</td><td>70%</td></tr>
<tr><td>SED</td><td>64%</td></tr>
<tr><td>SWD</td><td>64%</td></tr>
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Data Source: Locally Reported

* Less than 10 students – data not displayed for privacy
</td>
<td>
<table>
<tr><th colspan="2">2024-25 Results</th></tr>
<tr><td>Schoolwide</td><td>79%</td></tr>
<tr><td>Hispanic</td><td>71%</td></tr>
<tr><td>White</td><td>88%</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>*</td></tr>
<tr><td>EL</td><td>69%</td></tr>
<tr><td>SED</td><td>77%</td></tr>
<tr><td>SWD</td><td>75%</td></tr>
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Data Source: Locally Reported, as of May 2025

* Less than 11 students – data not displayed for privacy
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<td>
<table>
<tr><th colspan="2">2025-26 Results</th></tr>
<tr><td>Schoolwide</td><td>86%</td></tr>
<tr><td>Hispanic</td><td>92%</td></tr>
<tr><td>White</td><td>91%</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>*</td></tr>
<tr><td>EL</td><td>*</td></tr>
<tr><td>SED</td><td>80%</td></tr>
<tr><td>SWD</td><td>91%</td></tr>
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Data Source: Locally Reported, as of May 2026

* Less than 11 students – data not displayed for privacy
</td>
<td>Greater than 60% or Exceed 2023 Baseline Results</td>
<td>Improved 20%</td>
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<tr>
<td>M1.15</td>
<td>California Science Test</td>
<td>
<table>
<tr><th colspan="2">2022-23 Results</th></tr>
<tr><td>Schoolwide</td><td>18.87%</td></tr>
<tr><td>Hispanic</td><td>17.24%</td></tr>
<tr><td>White</td><td>22.22%</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>*</td></tr>
<tr><td>EL</td><td>*</td></tr>
<tr><td>SED</td><td>15.39%</td></tr>
<tr><td>SWD</td><td>*</td></tr>
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Data Source: DataQuest CAASPP Results

* Less than 11 students – data not displayed for privacy
</td>
<td>
<table>
<tr><th colspan="2">2023-24 Results</th></tr>
<tr><td>Schoolwide</td><td>27.02%</td></tr>
<tr><td>Hispanic</td><td>11.11%</td></tr>
<tr><td>White</td><td>39.28%</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>*</td></tr>
<tr><td>EL</td><td>*</td></tr>
<tr><td>SED</td><td>16.66%</td></tr>
<tr><td>SWD</td><td>7.14%</td></tr>
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Data Source: DataQuest CAASPP Results
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<table>
<tr><th colspan="2">2024-25 Results</th></tr>
<tr><td>Schoolwide</td><td>33.8%</td></tr>
<tr><td>Hispanic</td><td>21.43%</td></tr>
<tr><td>White</td><td>45.16%</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>*</td></tr>
<tr><td>EL</td><td>*</td></tr>
<tr><td>SED</td><td>21.62%</td></tr>
<tr><td>SWD</td><td>23.81%</td></tr>
</table>
Data Source: DataQuest CAASPP Results
</td>
<td>Improve Annually or Exceed the 2023 Statewide or County DASS school average:

Statewide: Not available

San Diego County: 13.6%</td>
<td>Schoolwide improved 14.93%</td>
</tr>
</table>

M1.16	Student Attendance or Participation Rate	**2023-24 Results** Schoolwide 96.5% Hispanic 96.8% White 97.7% African American * EL 96.3% SED 96% SWD 94.8% Foster Youth * Homeless 92.8% Cadet Corps * Pregnant/Parent * **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy **Note:** Cumulative Attendance Rate as of April 2024	**2024-25 Results** Schoolwide 95.2% Hispanic 94.3% White 96.4% African American * EL 93.8% SED 95% SWD 93.8% Foster Youth * Homeless 98.5% Cadet Corps * Pregnant/Parent * **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy **Note:** Cumulative Attendance Rate as of February 2025	**2025-26 Results** Schoolwide 94.3% Hispanic 94.7% White 94.5% African American * EL 92.3% SED 94.6% SWD 93.6% Foster Youth * Homeless 93% Cadet Corps * Pregnant/Parent * **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy **Note:** Cumulative Attendance Rate as of January 2026	**Greater than 84%**	Schoolwide declined 2.2%
M1.17	Middle School Dropout Rate	**2023-24 Results** Middle School 0% **Data Source**: Locally Reported **Note:** Middle School Dropout Rate as of April 2024	**2024-25 Results** Middle School 0% **Data Source**: Locally Reported **Note:** Middle School Dropout Rate as of March 2025	**2025-26 Results** Middle School 0% **Data Source**: Locally Reported **Note:** Middle School Dropout Rate as of January 2026	**Less than 5%**	There was no change from the 0% baseline
M1.18	High School Dropout Rate	**2023-24 Results** High School 1.5% **Data Source**: Locally Reported **Note:** High School Dropout Rate as of April 2024	**2023-24 Results** High School 0.5% **Data Source**: Locally Reported **Note:** High School Dropout Rate as of March 2025	**2025-26 Results** High School 0% **Data Source**: Locally Reported **Note:** High School Dropout Rate as of January 2026	**Less than 5%**	Improved 1.5%

M1.19	Student Confidence Survey	**2023-24 Results** Schoolwide: 97% **Data Source**: Locally Reported **Note:** Results as of April 2024	**2024-25 Results** Schoolwide: 96% **Data Source**: Locally Reported **Note:** Results as of March 2025	**2025-26 Results** Schoolwide: 96% **Data Source**: Locally Reported **Note:** Results as of January 2026	**Greater than 90%**	Declined 1%

Goal Analysis for 2025-26

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

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

All planned actions under Goal 1 were fully implemented during the 2025-26 school year. School staff administered NWEA MAP Growth assessments in both the fall and spring semesters, enabling educators to analyze longitudinal student data, identify individual learning trajectories, and make targeted adjustments to curriculum and instructional strategies. Smarter Balanced Interim Assessments were administered to middle school and grade 11 students in the fall semester, with collaborative teacher teams using results to identify gaps in student understanding of priority standards and adjust instruction accordingly.

Teachers utilized the California Educator Reporting System (CERS) and formative assessments to analyze student performance data, identify learning gaps, and refine instructional practices to meet the diverse needs of all learners. Naviance data was integrated into instructional planning, allowing teachers to design personalized learning experiences connected to students' postsecondary goals and interests.

The Data and Assessment Department successfully produced and distributed Monthly Storybooks throughout the year, synthesizing key student achievement metrics — including participation, chronic absenteeism, credit completion, and AP course performance — to inform site leaders and support data-driven decision-making across resource centers.

Overall, Goal 1 was carried out as planned during 2025-26, with no substantive differences between planned and actual implementation. The consistent use of multiple data sources strengthened educators' ability to monitor student progress and make informed instructional decisions in support of all students' academic growth.

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

Material differences between Budgeted Expenditures and Estimated Actual Expenditures are explained below. All other actions were implemented with expenditures consistent with budgeted amounts.

Action 1.1: Estimated Actual Expenditures ($96,757) exceeded Budgeted Expenditures ($79,100) by 22%, primarily due to the 18% across the board general salary increase approved at the September Board Meeting.

Action 1.2: Estimated Actual Expenditures ($139,084) exceeded Budgeted Expenditures ($116,770) by 19%, primarily due to the 18% across the board general salary increase approved at the September Board Meeting.

Action 1.3: Estimated Actual Expenditures ($528,132) exceeded Budgeted Expenditures ($452,390) by 17%, primarily due to the 18% across the board general salary increase approved at the September Board Meeting.

Action 1.4: Estimated Actual Expenditures ($111,615) exceeded Budgeted Expenditures ($95,694) by 17%, primarily due to the 18% across the board general salary increase approved at the September Board Meeting.

Action 1.5: Estimated Actual Expenditures ($339,109) were 29% below Budgeted Expenditures ($478,493), primarily due to unfilled budgeted positions, including CTR, Learning Associate, and RCA roles.

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

The actions implemented under Goal 1 during 2025-26 were effective in supporting academic progress across multiple measures. The consistent use of assessment data — including NWEA MAP Growth, CAASPP, and locally reported metrics — enabled educators to monitor student performance, identify areas of need, and make informed instructional decisions throughout the year.

Notable gains were evident in ELA performance, with the CAASPP ELA Average Distance from Standard improving 20.7 points schoolwide, and 77.42% of Grade 11 students meeting or exceeding the ELA standard — well above both the statewide (21.8%) and San Diego County DASS averages (33.3%). Science performance also showed strong growth, with the California Science Test schoolwide proficiency rate increasing to 33.8%, a gain of nearly 15 percentage points from baseline. Graduation rates continued to reflect strong outcomes, with the DASS One-Year Graduation Rate at 97.7% and the Combined Four- and Five-Year Graduation Rate reaching 75.5%, an 18.7-point improvement from baseline — significantly exceeding both state and county DASS averages. The High School Dropout Rate reached 0%, an improvement from the 1.5% baseline.

Math performance showed mixed results. While Grade 11 CAASPP Math proficiency held at 28.13% — still well above the statewide DASS average of 3.8% — the schoolwide Average Distance from Standard in Math declined slightly by 0.6 points, indicating a continued area of focus. Chronic absenteeism remained low at 1.8% schoolwide, and student attendance remained above the 84% target. Student confidence remained high at 96%.

Overall, the data-driven actions implemented under Goal 1 demonstrated meaningful effectiveness in advancing student academic achievement, with particular strength in ELA, science, and graduation outcomes. Math performance continues to be an area requiring targeted attention in the year ahead.

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

Based on a reflection of 2025-26 implementation and outcome data, Goal 1 will continue into 2026-27 largely unchanged, as the data-driven actions demonstrated overall effectiveness in supporting student academic achievement. The goal statement, metrics, and target outcomes will be maintained, as the consistent use of multiple assessment tools and data systems continued to inform instructional planning and support student growth across content areas.

However, reflecting on the slight decline in the CAASPP Math Average Distance from Standard, the school will place increased emphasis on targeted math interventions and the use of math-specific data to drive instructional adjustments. Educators will continue to leverage NWEA MAP Growth, CAASPP, CERS, formative assessments, and Naviance data to personalize instruction and monitor progress for all students, with a sharpened focus on closing math achievement gaps in the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing

1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	a) School staff will administer **NWEA MAP Growth** assessments during the fall and spring semesters to **measure individual student academic growth** throughout the school year. By analyzing longitudinal data, educators will identify specific learning trajectories and implement targeted adjustments to curriculum and instructional strategies. This focus on measurable progress ensures that interventions are precisely calibrated to close achievement gaps and support the continuous academic advancement of all students. b) School staff will administer **Smarter Balanced Interim Assessments** to students in middle school and grade 11 during the fall semester (by Winter Break). Teachers will collaboratively analyze assessment results to identify gaps in student understanding of priority standards. Based on this analysis, teams will adjust instruction, implement targeted interventions, and monitor student progress through ongoing formative assessments and academic performance data. c) Teachers will use the **California Educator Reporting System** (CERS) to analyze student performance data, identify learning gaps, and develop targeted instructional strategies to address the diverse academic needs of all students. This data-driven process will support improved achievement and equitable success in core subject areas. d) To enhance student learning, instructional staff will strategically integrate **Instructure Mastery Connect** formative and summative assessments within the core curriculum. This data-driven approach will enable teachers to analyze student achievement, identify areas for growth, and refine teaching practices to meet the diverse needs of all learners, and inform core curriculum development and adjustments. e) Teachers will use student data from **Naviance**, focusing on career exploration, college interests, and learning styles, to inform instructional planning. By integrating these insights, teachers will design personalized and engaging learning experiences that connect academic content to students' goals and aspirations. f) **Data and Assessment Department staff** will systematically collect and analyze key student achievement metrics, including participation,	$79,768	No

		chronic absenteeism, credit completion, potential dropout rates, AP course performance, and Naviance student confidence. Findings will be synthesized and shared in Monthly Storybooks to inform site leaders, support data-driven decision-making, and guide continuous improvement efforts across resource centers.		

2	English Learner Assessment and Support Framework	a) School staff will conduct a **Home Language Survey** to evaluate the initial English language proficiency of students new to the state or country, facilitating the implementation of tailored English Learner plans. b) Instructional staff will **administer the ELPAC** to track English proficiency progress, informing strategic instructional planning, providing targeted support, interventions, and aiding in decisions regarding reclassification. c) Instructional staff will **collaboratively develop Individualized Education Programs (IEPs) for English Learners with disabilities**, incorporating academic language development goals to ensure comprehensive support. d) **English Learner Achievement Department (ELAD)** will utilize data analysis to develop evidence-based best practices for optimizing Curriculum, Instruction, Family Engagement, and Professional Learning Systems. e) Instructional staff will integrate evidence-based **formative and summative English Language proficiency assessments** in personalized one-on-one or small group settings to accurately measure language acquisition. f) Instructional staff will implement **Integrated English Language Development (ELD)** strategies to reinforce English proficiency while facilitating mastery of core content knowledge for all English Learners. g) **LREBG Action**: To fully meet the needs of the educational program, instructional staff will provide engaging and dynamic Designated ELD instruction. Utilizing **Summit K12** and blended courses, this personalized instruction will foster essential language skills for content learning, with content and delivery specifically aligned to each student's grade, proficiency, and individual learning needs. This initiative represents an allowable use of funds, as it is specifically designed to address the unique language needs of English Learners.	$134,461	Yes

		• Metric being used to monitor action: ELPI, EL Reclassification, SBA & NWEA Results • LREBG funds supporting this action: $1,255 h) School staff will **research valid and reliable assessments to measure emerging English Learners' native language literacy** to provide equitable access to standards-aligned and rigorous courses of study, provide primary language assistance, and support biliteracy.		

3	Personalized Academic Instruction and Support for All Students	a) To enhance student learning and support, Human Resources staff will prioritize hiring **Resource Center Associates, Learning Associates, and Certificated Teacher Resources**. These staff members will provide tutoring, deliver timely feedback on student learning, and perform essential instructional support functions within the Resource Centers to reinforce instruction and promote academic achievement. b) **The Student Services Center (SSC) staff will gather comprehensive student data**, including transcripts, report cards, attendance, behavior, and IEP/504 plans, to create Pathways Personalized Education Plans (PPEPs). c) **Teachers will develop and maintain Pathways Personalized Education Plans** (PPEPs) for each student, using educational records, assessment data, academic progress, and postsecondary goals to inform instruction, monitor growth, and support individualized student success. d) Instructional staff will use the **School Pathways Student Information System** (SPSIS) to streamline student support processes by documenting attendance, tracking MTSS interventions, monitoring academic progress, and recording grades, ensuring consistent data management and informed instructional decisions. e) **Counselors** will collaborate with students, parents, and teachers to develop **personalized graduation plans that outline multiple pathways to a diploma or equivalent**. Through ongoing counseling and academic advising, counselors will support students in setting goals, selecting appropriate coursework, and accessing resources that promote high school completion and successful transitions to college, career, or other postsecondary opportunities. f) **Teachers will provide live, small-group instruction** to deliver individualized skill development and support student mastery of course objectives and content standards. These sessions will promote peer-to-peer discourse, strengthen academic engagement, and foster a sense of school community and belonging through interactive and collaborative learning experiences.	$489,181	No

		g) Instructional staff will implement **Spring Academies** in April for middle school and grade 11 students, providing targeted instruction and test preparation in Math and ELA. These academies will reinforce key skills and knowledge aligned with state assessment claims and targets, helping students strengthen proficiency and readiness for academic success. h) **Learning Leads and school administrators** will provide ongoing support and guidance to ensure effective implementation of the **Multi-Tiered System of Supports** (MTSS). They will facilitate timely, data-informed interventions that address the diverse academic, behavioral, and social-emotional needs of all students, and will systematically monitor and analyze the impact of these interventions to promote continuous improvement and equitable student outcomes. i) Instructional staff will plan and facilitate personalized, academically focused **field trip experiences** that connect Resource Center learning to real-world applications. These experiences will align with students' career and college pathway interests, broadening their understanding of academic concepts while supporting exploration of future educational and career opportunities. j) The school will deploy **sprinter vans** to support student engagement in a range of activities, including field trips, school events, and Cadet Corps. This transportation solution will enhance accessibility for students. k) Identified students will be provided with access to rigorous **GATE learning plans** facilitated by specially trained teachers, which will cultivate their talents and intellectual abilities through a challenging and stimulating academic environment, enabling them to reach their full potential.		

4	Targeted Math Interventions and Resources	a) Using data analysis, the **Math Study Group** will identify and prioritize essential math standards and conceptual themes to inform daily instruction, guide targeted interventions, and strengthen student understanding and achievement throughout the school year. b) To support effective math instruction, the school will create a centralized, web-based **Teacher Math Resource**, offering readily accessible materials including key math themes, test preparation strategies, tutoring and intervention tools, VR integration guides, lesson plans, and targeted resources for English learners. c) **LREBG Action**: Integrate the interactive features of **Amplify Desmos Curriculum** into weekly middle school math tutorials, enabling students to explore mathematical concepts visually, manipulate variables, and receive immediate feedback, thereby fostering active learning and improved problem-solving skills. • Metric being used to monitor action: SBA & NWEA Results • LREBG funds supporting this action: $1,411 d) **LREBG Action**: Recent data reveals a critical need to improve student performance on the Summative SBA mathematics, particularly for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. To address this, and in accordance with LREBG's allowance for evidence-based learning supports to close learning gaps, we are **implementing IXL Math**. This platform offers personalized learning paths, immediate feedback, and motivational rewards to enhance student math proficiency. By leveraging IXL's adaptive technology, we aim to accelerate learning and effectively target areas of weakness, significantly improving student outcomes and directly contributing to learning recovery for these targeted student groups. • Metric being used to monitor action: Graduation Rates, SBA & NWEA Results • LREBG funds supporting this action: $3,685 e) Utilize **Prisms Virtual Reality** mathematics to provide students with hands-on, spatial learning experiences, enabling them to visualize and manipulate mathematical concepts, thus building a strong	$121,496	No

		foundation for grade-level math mastery.		

5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	a. **Learning Leads and school administrators** will provide ongoing coaching and support to teachers to strengthen the effective delivery of instruction and ensure equitable learning outcomes for high-risk student groups. This support will include guidance on implementing the school's **Multi-Tiered System of Supports (MTSS) with fidelity**, promoting data-driven instruction, targeted interventions, and consistent monitoring of student progress. b. To increase graduation rates, the school will enhance student support services by adding **instructional staff**, including Resource Center Associates, Learning Associates, and Certificated Teacher Resources. These additional team members will provide targeted tutoring and academic assistance to address individual learning needs, ensuring that high-risk students complete required coursework, recover credits as needed, and make steady progress toward earning their diplomas. c. Our Annual Performance Review, which included analysis of SBA results and the Graduation Rate reported in the California School Dashboard, identified the need to improve student academic performance in ELA and Mathematics and increase on-time graduation rates. To address these areas, we are partnering with a **community-based organization for high-dosage tutoring** throughout the school week. This tutoring is designed to target unique learner needs, focusing on developing effective study habits and accelerating Math and ELA growth. This approach will directly support improved academic outcomes and contribute to closing identified learning gaps. d. **Counselors** will facilitate individualized student meetings focused on collaborative course planning and goal setting. These meetings will empower students to identify their academic, social-emotional, and behavioral needs, and work with counselors to develop tailored strategies for success, including **personalized course recommendations and support plans**. e. To drive increased graduation rates, the **Student Access and Support Services (SASS) Division will focus on removing barriers to student success**. Through close collaboration with	$365,693	Yes

		school staff, SASS staff will identify and address the holistic needs of individual students, particularly those facing unique challenges. This includes coordinating academic support, social-emotional resources, and family assistance, ultimately creating a supportive environment that empowers all students to achieve graduation. f. **Implement the AVID (Advancement Via Individual Determination)** program with high fidelity to cultivate essential "college-going" behaviors. This includes the systematic integration of **WICOR strategies** (Writing, Inquiry, Collaboration, Organization, and Reading) across the curriculum to enhance critical thinking and deepen content mastery. By fostering these rigorous learning habits, the program ensures students develop the academic self-management and literacy skills necessary for long-term **college and career readiness**.		

6	Academic Instruction and Support for Students with Disabilities	a) **Special Education (SPED) staff** will implement a system of frequent IEP implementation and progress reviews to facilitate timely instructional and service adjustments and ensure personalized learning for all students with disabilities. Reviews will verify alignment among IEP services, accommodations, present levels, and IEP goals, with documented follow-up actions, including IEP amendments when warranted, enabling responsive and effective educational support. b) **Special Education Learning Lead** will provide ongoing coaching and technical assistance to support procedural compliance and high-quality specialized instruction for students with disabilities, including case consultation, review of IEP implementation and progress monitoring practices, and targeted support to strengthen IEP quality and instructional alignment. c) **Special Education (SPED) staff will collaborate with general education teachers** and support staff to ensure the effective implementation of accommodations, modifications, and supplementary aids as specified in each student's Individualized Education Program (IEP). d) Provide ongoing professional development for all staff members, including annual training and onboarding for new staff, to ensure understanding of **FAPE requirements**, IEP implementation responsibilities, and instructional practices that support access to core curriculum for students with disabilities. e) Education Specialists will provide **Specialized Academic Instruction (SAI)** tailored to each student's unique learning needs and aligned to IEP goals. Instruction will target identified areas of need and include routine progress monitoring to inform instructional adjustments and ensure individualized support for students with disabilities. f) Education Specialists will coordinate **supplemental services as needed**. Students requiring additional support, such as speech therapy or occupational therapy, will receive services from a nonpublic agency (NPA) certified by the California Department of Education (CDE). This ensures individualized support for students	$762,291	No

		with disabilities. g) **LREBG Action**: To address needs identified through state and local academic and engagement data for Students with Disabilities, and to improve performance on CAASPP/state assessments and increase four-year graduation rates, the school will expand its **special education support team and/or service capacity** (e.g. additional instructional support, consultation, and intervention coordination). This allowable use of LREBG funds will increase access to specialized supports aligned to IEP goals and grade-level expectations. • Metric being used to monitor action: Graduation Rates, College & Career Readiness, Student Participation, SBA & NWEA Results • LREBG funds supporting this action: $8,086 h) Special Education (SPED) staff will offer **ongoing support and consultation to general education teachers** to facilitate the effective implementation of accommodations and modifications within core curriculum areas. i) By integrating the **principles of Universal Design for Learning (UDL),** we will proactively customize learning activities and materials, ensuring multiple means of engagement, representation, action/expression, and capitalizing on student strengths, thus fostering accessibility for all students, including those with disabilities. j) Utilize the **California Practitioners' Guide for Educating English Learners with Disabilities** to strengthen instructional planning, accommodations, and progress monitoring to ensure effective instruction for dually identified students. k) The **progress of students with disabilities will be systematically monitored through data-driven assessments**, allowing for timely and targeted adjustments to their intervention strategies. This process will ensure that interventions are responsive to their unique needs and promote optimal learning outcomes. Progress on Goals reports will be sent at the end of every semester.		

7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	a) **LREBG Action**: An analysis of English Learner performance metrics, including data related to Long-Term English Learners, Newcomers, and Reclassified Fluent English Proficient (RFEP) students, has informed our instructional strategy. To ensure adequate academic progress, instructional staff will utilize **Ellevation as a comprehensive monitoring system**. This utilization, an allowable use of LREBG funds for additional academic services, specifically diagnostic, progress monitoring, and benchmark assessments of pupil learning, enables the timely adjustment of instructional and supplemental supports • Metric being used to monitor action: ELPI, EL Reclassification Rate, SBA & NWEA Results • LREBG funds supporting this action: $1,260 b) **Instructional staff will conduct comprehensive annual progress monitoring** for all English Learners, including Newcomers, LTELs, at-risk LTELs, and RFEP students. This oversight includes a dedicated formal monitoring window and quarterly data analysis during PPEP Phase Meetings (July, October, January) to ensure timely academic interventions. c) To streamline teacher workflows, school leadership will take steps to **integrate the Summit K12 curriculum with the Ellevation platform**, creating a centralized dashboard for monitoring English Learner progress. This integration will provide teachers with real-time, actionable data on language development, reducing administrative tasks and allowing for more targeted instructional support. d) School leadership will implement a **semesterly ELD progress report**, aligned with the CA EL Roadmap, to track student progress in designated ELD courses, attendance, and reclassification readiness. e) To support English Learner success, teachers will provide families with ELD progress reports and **facilitate collaborative meetings** to discuss language acquisition, academic growth, and individual student needs.	$193,753	Yes

		f) **Data and Assessment Department staff will prepare a Monthly Storybook that summarizes English Learners** performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the decision-making progress related to instruction, curriculum, equity/inclusion, and professional learning systems. g) School administration will implement a monitoring system for English Learners who meet the reclassification criteria throughout the school year. By leveraging the Ellevation platform, school staff will promptly identify students who are eligible for reclassification and conduct reclassification windows three times per year when assessment data is available.		

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)

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

Priority 4: Student Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Student Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.1	Availability of standards aligned instructional materials to every student	**2023-24 Results** 100% of students **Data Source**: Locally Reported	**2024-25 Results** 100% of students **Data Source**: Locally Reported	**2025-26 Results** 100% of students **Data Source**: Locally Reported	**100%**	There was no change from the 100% baseline
M2.2	Provide all students with access to a broad course of study, including Social Studies, English, Mathematics, Lab Science, World Language, Visual & Performing Arts, College Preparatory Electives, General Electives, Health, Physical Education, Career Technical Education	**2023-24 Results** All students continue to have access and are enrolled in a broad course of study for the 2023-24 school year **Data Source**: Locally Reported	**2024-25 Results** All students continue to have access and are enrolled in a broad course of study for the 2024-25 school year **Data Source**: Locally Reported	**2025-26 Results** All students continue to have access and are enrolled in a broad course of study for the 205-26 school year **Data Source**: Locally Reported	**100%**	There was no change from the 100% baseline
M2.3	Design and implement programs and services to pupils with exceptional needs that promote successful transitions to college/career pathways and support the development of social-emotional skills	**2023-24 Results** 100% of pupils with exceptional needs **Data Source**: Locally Reported	**2024-25 Results** 100% of pupils with exceptional needs **Data Source**: Locally Reported	**2025-26 Results** 100% of pupils with exceptional needs **Data Source**: Locally Reported	**100%**	There was no change from the 100% baseline
M2.4	Increase the annual number of students completing college credit courses	**2022-23 Results** Dual Enrollment: 2 Articulated Credit: 6 Total early college credit: 8 **Data Source**: Locally Reported	**2023-24 Results** Dual Enrollment: 12 Articulated Credit: 7 Total early college credit: 19 **Data Source**: Locally Reported	**2024-25 Results** Dual Enrollment: 9 Articulated Credit: 12 Total early college credit: 21 **Data Source**: Locally Reported	**Greater than 8 early college courses**	Improved 13

M2.5	Maintain a comprehensive selection of college-aligned Advanced Placement and Honors course offerings	**2023-24 Results** Advanced Placement Courses Available: 10 Honors Courses Available: 10 Total offerings: 20	**2024-25 Results** Advanced Placement Courses Available: 10 Honors Courses Available: 10 Total offerings: 20	**2025-26 Results** Advanced Placement Courses Available: 10 Honors Courses Available: 10 Total offerings: 20	**Greater than 140 AP courses**	There was no change from the baseline
M2.6	Maintain High-Quality and relevant established CTE Career Pathways	**2023-24 Results** Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care Business Management Animal Science Retail Sales and Marketing Teacher Education **Data Source**: Locally Reported **Note:** Locally Reported	**2024-25 Results** Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care Business Management Animal Science Retail Sales and Marketing Teacher Education **Data Source**: Locally Reported	**2025-26 Results** Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care Business Management Animal Science Retail Sales and Marketing Teacher Education **Data Source**: Locally Reported	**At least 11 CTE Career Pathways**	There was no change from the baseline
M2.7	100% of Core Courses will be aligned to CCSS	**2023-24 Results** Core Courses Aligned to CCSS: 100% **Data Source**: Locally Reported	**2024-25 Results** Core Courses Aligned to CCSS: 100% **Data Source**: Locally Reported	**2025-26 Results** Core Courses Aligned to CCSS: 100% **Data Source**: Locally Reported	**100% of courses**	There was no change from the baseline
M2.8	100% of Science Courses will be aligned to NGSS	**2023-24 Results** Science Courses Aligned to NGSS: 100% **Data Source**: Locally Reported	**2024-25 Results** Science Courses Aligned to NGSS: 100% **Data Source**: Locally Reported	**2025-26 Results** Science Courses Aligned to NGSS: 100% **Data Source**: Locally Reported	**100% of courses**	There was no change from the baseline

M2.9	100% of ELA and Social Science Courses will be aligned to ELD Standards	**2023-24 Results** ELA & Social Science Courses Aligned to ELD Standards: 100% **Data Source**: Locally Reported	**2024-25 Results** ELA & Social Science Courses Aligned to ELD Standards: 100% **Data Source**: Locally Reported	**2025-26 Results** ELA & Social Science Courses Aligned to ELD Standards: 100% **Data Source**: Locally Reported	**100% of courses**	There was no change from the baseline
M2.10	100% of Core Courses will be UC A-G approved	**2023-24 Results** Core Courses a-g Approved: 100% **Data Source**: Locally Reported	**2024-25 Results** Core Courses a-g Approved: 100% **Data Source**: Locally Reported	**2025-26 Results** Core Courses a-g Approved: 100% **Data Source**: Locally Reported	**100% of courses**	There was no change from the baseline
M2.11	100% of CTE Courses will be aligned to CTE Model Curriculum Standards	**2023-24 Results** CTE Courses Aligned to CTE Model Curriculum Standards: 100% **Data Source**: Locally Reported	**2024-25 Results** CTE Courses Aligned to CTE Model Curriculum Standards: 100% **Data Source**: Locally Reported	**2025-26 Results** CTE Courses Aligned to CTE Model Curriculum Standards: 100% **Data Source**: Locally Reported	**100% of courses**	There was no change from the baseline
M2.12	Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway	**2022-23 Results** Schoolwide: 2.1% Hispanic: 2% White: 3.1% African American: * 2+ Races: * EL: * SED: 1.6% SWD: 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: 3.5% Hispanic: 4.5% White: 3.8% African American: * 2+ Races: * EL: * SED: 1.8% SWD: 4.8% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2024-25 Results** Schoolwide: 1% Hispanic: 0% White: 2.6% African American: * 2+ Races: * EL: * SED: 1.4% SWD: 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**Exceed 2023 baseline results**	Schoolwide declined 1.1%

M2.13	Increase the annual percentage of All Students and Student Groups completing a-g requirements for entrance to the UC or CSU	**2022-23 Results** Schoolwide 9.5% Hispanic 6.1% White 12.5% African American * 2+ Races * EL * SED 6.5% SWD 3.4% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide 14.1% Hispanic 6.8% White 7.7% African American * 2+ Races * EL * SED 8.85 SWD 9.5% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2024-25 Results** Schoolwide 13.7% Hispanic 8.7% White 23.1% African American * 2+ Races * EL * SED 10% SWD 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**Exceed 2023 baseline results**	Schoolwide improved 4.2%
M2.14	Increase the annual percentage of All Students and Student Groups completing a-g requirements AND at least one CTE Career Pathway	**2022-23 Results** Schoolwide 0% Hispanic 0% White 0% African American * 2+ Races * EL * SED 0% SWD 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide 1.2% Hispanic 2.3% White 0% African American * 2+ Races * EL * SED 0% SWD 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2024-25 Results** Schoolwide 1% Hispanic 0% White 2.6% African American * 2+ Races * EL * SED 1.4% SWD 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**Exceed 2023 baseline results**	Schoolwide improved 1%

M2.15	Increase the annual number of All Students and Student Groups passing AP exams with a score of 3 or higher	**2022-23 Results** Schoolwide 0% Hispanic 0% White 0% African American * 2+ Races * EL * SED 0% SWD 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide 0% Hispanic 0% White 0% African American * 2+ Races * EL * SED 0% SWD 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2024-25 Results** Schoolwide 2% Hispanic 2% White 2% African American * 2+ Races * EL * SED 3% SWD 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**Exceed 2023 baseline results**	Schoolwide improved 2%
M2.16	Maintain a compliant and accessible Work Experience Education (WEE) Program	**2023-24 Results** WEE Program remains compliant and available to all students for the 2023-24 school year **Data Source**: Locally Reported	**2024-25 Results** WEE Program remains compliant and available to all students for the 2024-25 school year **Data Source**: Locally Reported	**2025-26 Results** WEE Program remains compliant and available to all students for the 2025-26 school year **Data Source**: Locally Reported	**Fully compliant and accessible WEE Program**	There was no change from the baseline

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

All planned actions under Goal 2 were fully implemented during 2025-26. The Academic Programs and Curriculum (APAC) team maintained continuous review and alignment of course content with Common Core, ELD, NGSS, Smarter Balanced, UC a-g, College Board, and NCAA requirements. The Visual and Performing Arts Department revised its curriculum annually to align with state standards and integrate arts across core subjects. CTE Department Leads reviewed and aligned all CTE course content and assessments to postsecondary articulation requirements, ensuring students remained eligible for college credit upon course completion.

The school continued to provide Chromebooks and internet services to students and families lacking reliable home technology, ensuring equitable access to the instructional program. Achieve3000 and BrainPop/BrainPop ELL were utilized to provide differentiated literacy and language support for English Learners and struggling readers. Instructional staff and counselors conducted outreach to English Learner,

Foster Youth, and Low-Income students to promote equitable access to advanced coursework, AVID, GATE, and Early College Credit programs.

College and Career preparedness efforts were robust, including the facilitation of an annual College and Career Week, maintenance and expansion of Early College Credit partnerships, and coordination of AP exam administration. Counseling staff actively promoted work-based learning opportunities and supported grade 12 students in developing their Pathways Portfolios. Overall, Goal 2 was carried out as planned, with no substantive differences between planned and actual implementation.

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

Material differences between Budgeted Expenditures and Estimated Actual Expenditures are explained below. All other actions were implemented with expenditures consistent with budgeted amounts.

Action 2.3: Estimated Actual Expenditures ($255,390) were 20% below Budgeted Expenditures ($319,021), mainly due to lower than anticipated CCAP expenditures.

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

The actions implemented under Goal 2 during 2025-26 were effective in maintaining a broad, rigorous, and standards-aligned course of study for all students. One hundred percent of students had access to standards-aligned instructional materials and were enrolled in a broad course of study, including students with exceptional needs. All core courses maintained 100% alignment with CCSS, NGSS, ELD standards, UC a-g requirements, and CTE Model Curriculum Standards, and all 11 CTE Career Pathways were maintained.

Early College Credit participation continued to grow, with 21 students completing college credit courses in 2024-25, a gain of 13 from the baseline and surpassing the target of 8. AP exam performance showed improvement, with 2% of students schoolwide earning a score of 3 or higher — up from 0% at baseline. The percentage of students completing a-g requirements improved 4.2 points from baseline to 13.7% schoolwide. The Work Experience Education Program remained fully compliant and accessible to all students throughout the year.

Areas requiring continued attention include CTE Career Pathway completion rates, which declined to 1% schoolwide from a 2.1% baseline, indicating a need for continued outreach, counseling support, and barrier removal efforts for unduplicated student groups in the coming year.

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

Based on a reflection of 2025-26 implementation and outcome data, Goal 2 will continue into 2026-27 largely unchanged. The goal statement, metrics, and target outcomes will be maintained, as the actions supporting curriculum alignment, advanced coursework access, and college and career preparedness demonstrated continued effectiveness. While CTE Career Pathway completion rates declined, this reflects the school's intentional prioritization of on-time graduation for students, particularly those who enroll later in their academic career and may not have sufficient time to complete a full CTE pathway sequence. The school will continue to provide access to CTE coursework for all students while exploring opportunities to support earlier CTE enrollment and pathway planning to increase completion rates without

compromising graduation timelines.

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

Actions

Action #	Title	Description	Total Funds	Contributing

1	Dynamic, Engaging and Standards-Aligned Curriculum	a) **LREBG Action**: To elevate student engagement and academic outcomes, the school conducted a comprehensive evaluation of student achievement and engagement data and actively listened to the insights of students and teachers. Based on these findings, the school will develop a tailored **Learning Management System (LMS) on the Canvas platform**. This initiative, an allowable use of LREBG funds for integrating evidence-based pupil support to address other barriers to learning, will focus on designing and implementing interactive content and engaging activities that directly support student learning, promote academic growth, and improve overall achievement. • Metric being used to monitor action: Graduation Rates, College & Career Readiness, Student Participation, SBA & NWEA Results • LREBG funds supporting this action: $42,795 b) APAC will maintain course alignment with **Common Core, ELD, and NGSS standards** through continuous review and updates. c) The **Visual and Performing Arts (VAPA) Department** will annually revise its comprehensive arts curriculum to align with state standards and integrate the arts across core subjects. Furthermore, VAPA will explore innovative opportunities, such as virtual reality and local partnerships, to enrich learning through hands-on experiences and cross-curricular projects, ultimately aiming to increase student participation and foster exploration of diverse art forms. d) APAC will regularly review curriculum to ensure alignment with **Smarter Balanced ELA and Math Assessment blueprints**. e) APAC will ensure course alignment with **UC a-g, College Board, and NCAA requirements** to maximize student college and athletic eligibility. f) **CTE Department Leads** will review and align all CTE course content, learning outcomes, instructional hours, and assessments to the **articulation requirements** of partner postsecondary institutions to ensure students are eligible for formal college credit upon course completion.	$229,628	No

		g) APAC will develop and enhance curriculum and instructional resources that integrate **culturally and linguistically responsive content and activities.** h) Instructional staff and counselors will actively **promote the benefits of advanced coursework** (Accelerated, Honors, AP) to students and families.		

2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	a) The school will provide **Chromebooks and internet services** to students and families lacking reliable home technology, ensuring equitable access to the instructional program and digital learning resources. This initiative directly supports continuity of learning and reduces technology-based barriers that hinder academic participation. b) APAC will develop curriculum that is customized and blended for English Learners, with the **Universal Design Learning (UDL) Guidelines** to ensure all students can access and participate in meaningful, relevant, and challenging learning opportunities. c) **LREBG Action:** The school will implement **Achieve3000** as a differentiated literacy intervention, delivering personalized reading instruction aligned to each student's Lexile level to accelerate literacy growth and deepen content knowledge among English Learners and struggling readers. This program supports measurable reading gains within the school year by meeting students where they are and progressively building their language, comprehension, and foundational literacy skills. • Metric being used to monitor action: SBA & NWEA Results • LREBG funds supporting this action: $3,328 d) An analysis of English Learner student achievement data has revealed the need for targeted language and content support. In response, instructional staff will utilize **BrainPop and BrainPop ELL**, a web-based supplemental English language learning platform. This will provide ELL-specific support, explicit instruction of grammar concepts, academic vocabulary, and access to content area knowledge. e) Instructional staff will conduct outreach and recruitment to English Learner, Foster Youth, and Low-Income students with the focus **on providing equitable access to the same educational program** and services as all students, including access to Accelerated, Honors and Advanced Placement (AP), Gifted and Talented Education, AVID, and the Early College Credit Program.	$204,825	Yes

3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	a) Curriculum and Professional Learning staff will conduct regular reviews and updates to the course offerings list, ensuring alignment with current admission requirements, industry standards, and enlistment criteria across **college, university, career, and military pathways**. This ongoing process ensures students have access to a relevant and rigorous course catalog that supports their individual postsecondary goals. b) **School staff** will maintain the delivery of **CTE courses and certification programs** to ensure continued alignment with the **California CTE Model Curriculum Standards**. This action focuses on the sustained integration of rigorous, industry-validated content that prepares students for post-secondary transitions. By providing consistent access to these specialized pathways, the school ensures that all students—particularly unduplicated student groups—have a stable and reliable route toward attaining **industry-recognized certifications** and technical proficiency. c) School staff will organize and facilitate an annual **College and Career Week**, providing students with direct access to college representatives, industry professionals, and military pathway advisors through informational presentations, panel discussions, and hands-on workshops. This event broadens student awareness of postsecondary options and supports informed decision-making around college, career, and military pathways. d) Update and maintain **Early College Credit Resource Guide**, including a clear vision and mission, to ensure consistent program implementation school wide. e) Expand **Early College Credit access** for all students through strategic Dual Enrollment and Articulation partnerships with local colleges. f) Proactively inform students and families about Early College Credit academic and social emotional benefits, deadlines and course offerings through **comprehensive counseling outreach**. g) Deliver targeted Early College Credit **information and training through diverse platforms**, including Open House, Senior Night,	$218,915	No

		Family Learning Series, ParentSquare Counselor's Corner, and college workshops. h) **Collaborate with targeted colleges** to offer comprehensive Early College Credit onboarding, including informational sessions, application support, and orientations. i) **Track and analyze Early College Credit participation** and outcomes through a comprehensive "storybook" approach, with specific attention to diverse student populations (Grade Level Enrollment, Parent/Family Education History, Special Education, English Learners, GATE, Homeless). j) Utilize **professional learning communities to analyze Early College Credit data** ("storybook") and identify trends, strengths, and areas for improvement. k) Proactively collaborate with support staff and homeless liaison to identify and eliminate barriers, guaranteeing **equitable access to tuition-free Early College Credit** for all students, supported by the College & Careers Access Pathways Grant (CCAP). l) Counseling staff will actively promote and deliver instruction on work-based learning opportunities, including the **Work Experience Education Program and Service Learning**, helping students understand the academic, professional, and personal benefits of real-world experience. This initiative ensures students are informed of available pathways and equipped to pursue meaningful career preparation opportunities aligned with their individual goals. m) School staff will coordinate and oversee the administration of **Advanced Placement (AP) exams** during designated testing windows, providing students the opportunity to earn college credit and placement. n) To ensure grade 12 students are effectively prepared for diverse post-high school pathways, including college, university, military, and workforce entry, instructional staff will provide **targeted support in the development of their Pathways Portfolio**. This graduation		

		requirement emphasizes the development of digital literacy and strategic planning.		

Goal

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

State Priorities addressed by this goal.

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

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.1	90% of teachers will participate in at least 60 hours of annual professional development focused on implementation of the academic content and performance standards for all pupils, including English Learners	**2022-23 Results** 100% of teachers **Data Source**: Locally Reported	**2024-25 Results** 100% of teachers **Data Source**: Locally Reported	**2025-26 Results** 100% of teachers **Data Source**: Locally Reported	**90%**	There was no change from the 100% baseline
M3.2	90% of teachers will participate in at least 10 hours of annual math professional development focused on implementation of the curriculum frameworks and content standards	**2022-23 Results** 100% of teachers **Data Source**: Locally Reported	**2024-25 Results** 100% of teachers **Data Source**: Locally Reported	**2025-26 Results** 100% of teachers **Data Source**: Locally Reported	**90%**	There was no change from the 100% baseline
M3.3	English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction	**2023-24 Results** 6 ELAD trainings **Data Source**: Locally Reported	**2024-25 Results** 10 ELAD trainings **Data Source**: Locally Reported	**2025-26 Results** 10 ELAD trainings **Data Source**: Locally Reported	**At least six English Learner trainings offered throughout the school year**	Increased 4

M3.4	90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment	**2023-24 Results** 100% **Data Source**: Locally Reported	**2024-25 Results** 100% **Data Source**: Locally Reported	**2024-25 Results** 100% **Data Source**: Locally Reported	**90%**	There was no change from the 100% baseline
M3.5	90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations	**2022-23 Results** 98% of staff **Data Source**: Locally Reported	**2023-24 Results** 99% of staff **Data Source**: Locally Reported	**2024-25 Results** 98% of staff **Data Source**: Locally Reported	**90%**	There was no change from the 98% baseline
M3.6	90% of students surveyed will report high levels of satisfaction with their overall educational experience	**2022-23 Results** 100% of students surveyed **Data Source**: Locally Reported	**2024-25 Results** 95% of students surveyed **Data Source**: Locally Reported	**2025-26 Results** 100% of students surveyed **Data Source**: Locally Reported	**90%**	There was no change from the 100% baseline
M3.7	90% of parents and family members surveyed will report high levels of satisfaction with their child's overall educational experience	**2023-24 Results** 100% of parents and family **Data Source**: Locally Reported	**2024-25 Results** 100% of parents and family members surveyed **Data Source**: Locally Reported	**2025-26 Results** 100% of parents and family members surveyed **Data Source**: Locally Reported	**90%**	There was no change from the 100% baseline

Goal Analysis for 2025-26

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

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

All planned actions under Goal 3 were fully implemented during 2025-26. The Curriculum and Professional Development Department designed and delivered a targeted Professional Learning Calendar and Catalog aligned with strategic initiatives and staff feedback. Altus University (AU) provided comprehensive professional learning across a wide range of focus areas, including CCSS, NGSS, and ELD

standards implementation, online instructional delivery, CTE instruction, visual and performing arts integration, social-emotional learning, culturally and linguistically responsive teaching, GATE certification, AVID strategies, and leadership development. New teacher training and the Teacher Induction Program were delivered with fidelity, and all mandated annual trainings were completed.

Professional learning focused on English Learners was robust, with the English Learner Achievement Department (ELAD) providing 10 trainings — exceeding the target of 6 — covering Integrated and Designated ELD, ELPAC administration, data analysis, and reclassification monitoring. Staff also received specialized training on Summit K12, Ellevation Strategies, Achieve3000, and the CA EL Roadmap. Math-focused professional learning included a Math Literacy Summit, Math Study Group collaboration, VR mathematics integration, IXL Learning implementation, and targeted support from the Math Specialist for English Learners and special populations. All staff also completed training in Youth Mental Health First Aid, Suicide Prevention, ALICE, and AI integration in education. Overall, Goal 3 was carried out as planned, with no substantive differences between planned and actual implementation.

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

Material differences between Budgeted Expenditures and Estimated Actual Expenditures are explained below. All other actions were implemented with expenditures consistent with budgeted amounts.

Action 3.2: Estimated Actual Expenditures ($155,250) exceeded Budgeted Expenditures ($134,334) by 16%, primarily due to the 18% across the board general salary increase approved at the September Board Meeting.

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

The actions implemented under Goal 3 during 2025-26 were highly effective in maintaining and strengthening a robust, data-driven professional learning system schoolwide. One hundred percent of teachers participated in at least 60 hours of annual professional development focused on academic content and performance standards, and 100% completed at least 10 hours of math-focused professional development — both exceeding the 90% target. One hundred percent of instructional staff maintained Leading Edge Certification, reflecting sustained proficiency in online instructional delivery.

ELAD delivered 10 trainings during 2025-26, exceeding the target of 6 and reflecting a strong commitment to supporting English Learner achievement through targeted professional learning. Staff satisfaction with training remained high, with 98% of staff reporting high levels of training relevance. Student satisfaction with their overall educational experience reached 100%, and 100% of parents and family members surveyed reported high levels of satisfaction with their child's educational experience — both exceeding the 90% target.

These outcomes reflect the effectiveness of a comprehensive, well-coordinated professional learning system in supporting teacher growth, instructional quality, and positive student and family experiences across the school.

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

Based on a reflection of 2025-26 implementation and outcome data, Goal 3 will continue into 2026-27 largely unchanged. The goal statement, metrics, and target outcomes will be maintained, as the professional learning system demonstrated strong effectiveness across all measured indicators. The school will continue to deliver comprehensive, targeted professional learning through Altus University and ELAD, with sustained focus on ELD, math instruction, online delivery, and culturally and linguistically responsive teaching practices. The school remains committed to ensuring all staff have access to high-quality, relevant professional development that directly supports improved outcomes for all students.

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

Actions

Action #	Title	Description	Total Funds	Contributing

1	Professional Learning Focused on Improving Academic Performance for All Students	a) Aligning with strategic initiatives, and responding to staff and partner feedback, the Curriculum and Professional Development Department will design and deliver a targeted **Professional Learning Calendar and Catalog**. b) **Altus University (AU) will provide professional learning** designed to enhance teacher effectiveness in implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and English Language Development (ELD) Standards in ways that foster high levels of student engagement consistent with the 5D+ Teaching and Learning Framework's Dimension 5D; Purpose, ensuring students understand the relevance of their learning to real-world postsecondary and career pathways, ultimately improving student motivation, persistence, and academic outcomes. c) Continue to expand and refine Altus University professional learning sessions integrated within **Canvas**, including the New Teacher Training Series, professional growth opportunities, and mandated annual trainings. This integration will streamline participation tracking, enhance collaboration and resource sharing among staff, and provide a centralized platform for continuous professional learning and development. d) **LREBG Action**: Recognizing the importance of customized training and leveraging individual strengths, as directly requested by staff and administrators, the school will provide access to the **Clifton Strengths** assessment. This, an allowable use of LREBG funds for integrating evidence-based pupil support through staff training, will provide employees with a clear understanding of their unique strengths. Professional development will then be tailored to focus on applying these strengths to enhance instructional practices, improve teaching and learning, and ultimately drive positive student outcomes by fostering a more effective and collaborative learning environment. • Metric being used to monitor action: Staff Training Relevancy • LREBG funds supporting this action: $605 e) To ensure the high-quality implementation of professional development, Learning Leads and administrators will conduct a structured cycle of formal observations anchored in the **5**	$73,003	No

		Dimensions of Teaching and Learning (5D) framework. Using a standardized 5D rubric, observers will provide teachers with evidence-based, actionable feedback during post-observation conferences. This process will foster a culture of continuous improvement, specifically measuring how effectively professional learning is translated into classroom practice to enhance student engagement and intellectual rigor. f) Altus University (AU) will provide professional learning to increase **staff knowledge of CTE standards and instructional strategies**. This will strengthen CTE programs and improve student transitions to post-secondary education and employment. g) Altus University will provide instructional staff with professional learning focused on maximizing student performance on the **California Science Test** (CAST). Training will emphasize effective integration of the Next Generation Science Standards (NGSS) into daily instruction, data-driven analysis of academic results, and targeted strategies to strengthen students' scientific understanding and inquiry skills. h) Altus University will provide instructional staff with professional learning on **integrating the visual and performing arts** into academic instruction. This training will promote creativity, engagement, and deeper comprehension of core academic content through arts-based learning experiences. i) Altus University (AU) will provide comprehensive professional development designed to improve teacher online instructional delivery. This program will include training on best practices, technology integration, and student engagement, with the added benefit of supporting teachers in achieving **Leading Edge Certification (LEC)**, a national certification demonstrating advanced proficiency in educational technology. j) To enhance Special Education practices, staff will participate in **specialized learning on IEP compliance, assessments, and differentiated instruction**, delivered by experts including the Special Education Administrator, Special Education Learning Lead, School		

		Psychologists, and SELPA personnel. k) Altus University (AU) will offer professional development to advance equitable teaching practices through differentiation of curriculum and instruction, providing opportunities for educators to earn **GATE certification and demonstrate specialized knowledge**. l) Offer **staff training in AVID strategies** and other college/career readiness best practices, focusing on areas such as academic support, college application guidance, and student motivation, to improve UC a-g completion rates among low-income students. m) Altus University (AU) will empower staff to become effective leaders through professional development training sessions and mentorships, featuring **Executive Studies and Fellows Projects** that promote strategic innovation and program advancement. n) AU provided comprehensive **professional development for new teachers**, covering essential areas such as student engagement, data-driven instruction, MTSS implementation, technology integration, independent study compliance, equity and inclusion, and alignment with the school's vision and values. o) AU will strategically integrate **social-emotional learning (SEL) activities into all professional learning** to empower teachers with the knowledge and skills necessary to support student SEL. p) Based on feedback from instructional staff and school administrators, who emphasized the necessity of an educational approach that recognizes the importance of incorporating students' cultural and linguistic backgrounds into their learning experiences and valuing their diverse backgrounds as assets in the classroom, Altus University will provide training on **culturally and linguistically responsive teaching and learning**. This training will provide teachers with the tools and mindset shifts necessary to increase student engagement and learning outcomes. q) Targeted Professional Growth Training (PGT) to **support teacher growth and address areas identified for improvement** in annual		

		performance evaluations. r) Implemented comprehensive professional development focused on the whole child, addressing physical, mental, and social-emotional well-being. This included specialized training in **Youth Mental Health First Aid (YMHFA)** and Suicide Prevention and Intervention. s) Provide **ALICE Training** and collaborative practice for all school personnel, addressing prevention, mitigation, response, and recovery strategies for violent critical incidents. t) The school will implement a comprehensive **AI training program for all staff**, addressing the safe and ethical deployment of AI technologies in education. This program will focus on practical applications, data security, and the responsible use of AI to support student learning and administrative efficiency. u) Professional development will be provided to instructional staff on the pedagogical integration of **Magic School AI**, focusing on how to use the platform to create engaging learning experiences and support student achievement. v) To ensure the successful transition and professional growth of certificated educators seeking to clear their credentials, the school will provide a tuition-free, mentor-driven **Teacher Induction Program**. This program will emphasize collaborative learning, peer observation, and personalized coaching, empowering teachers to refine their pedagogical practices and contribute to a culture of continuous improvement.		

2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	a) Instructional staff will **receive training on the CA EL Roadmap** to build understanding and expertise about the needs of ELs and research-based programs and practices. b) **English Learner Achievement Department (ELAD)** will provide training, support, coaching to instructional staff on the following topics related to the English Learner Plan: Integrated and Designated ELD, initial and summative ELPAC administration, data analysis, evidence based instructional strategies, curriculum customization, EL monitoring and reclassification on Ellevation, implementation of ELD Standards, addressing the language and social-emotional assets and needs of different EL typologies. c) Instructional staff will receive **specialized training on effectively implementing Summit K12** designated ELD curriculum, student engagement, and proficiency level growth. d) **LREBG Grant**: After analyzing EL student performance on SBAs and graduation rates, the school identified this population as requiring ongoing and specialized support. To provide this, and as an allowable use of LREBG funds focused on providing learning recovery programs for ELs and professional learning, instructional staff will access the **Ellevation Strategies platform**. This platform offers **personalized, on-demand professional learning modules and instructional activities**. These resources include research-based strategies and differentiated instruction techniques, all connected to real-time EL data, enabling targeted and data-informed instruction, and improving performance outcomes. • Metric being used to monitor action: ELPI, EL Reclassification Rate, SBA & NWEA Results • LREBG funds supporting this action: $630 e) Instructional staff will receive specialized training on how to meet the **unique needs of newcomer, immigrant, and refugee students** who may be new to the country/school system. f) Instructional staff will receive specialized professional learning, including the San Diego County Office of Education's (SDCOE) **WRITE program, focused on enhancing literacy skills** and	$137,595	Yes

		academic achievement for underserved students. g) **Achieve3000 training, coaching and support for instructional staff** which is focused on program integration, best practices, and data analysis which will improve students' literacy skills. h) Offer **specialized counselor training to equip low-income, foster youth, and first-generation students** with resources for successful college transitions, including financial aid, scholarships, and academic preparation. i) The school will implement professional development for staff on research-based strategies and **trauma-informed practices,** specifically designed to increase school engagement and support the unique needs of homeless and foster youth. j) To accelerate learning for English Learners, leverage **Professional Learning Communities** (PLCs) to examine the ELD program, analyze student data, plan targeted instruction, and implement effective family engagement strategies.		

3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	a) The school will implement a **Math Literacy Summit** during the fall semester to enhance teacher capacity in data analysis, evidence-based mathematical instruction, and strategies for effectively supporting special populations, ultimately improving student math achievement. b) The school will develop a **strategic partnership with a mathematics expert or organization** to provide sustained, research-based professional learning focused on culturally responsive instructional practices and the use of a multi-representational framework for teaching mathematics. This work will emphasize evidence-based instructional strategies that promote peer-to-peer academic discourse, strengthen conceptual understanding through multiple representations, and improve overall student achievement in mathematics. c) The school will implement a **Math Study Group** to facilitate collaboration and in-depth discussion among educators on effective instructional and intervention strategies for personalized flex-based learning environments. The group will focus on designing and analyzing high-quality math tasks, refining questioning techniques, and using learning evidence to make informed instructional decisions, all with the goal of improving student understanding and achievement in mathematics. d) To enhance data-driven instruction, instructional staff will receive comprehensive training, ongoing support, and dedicated time to utilize **CERS for analyzing individual student math achievement data**. This analysis will directly inform targeted instructional planning aimed at improving outcomes for underperforming student groups. e) The Math Specialist will lead professional learning and provide ongoing support to staff on the effective **implementation of Virtual Reality (VR) mathematics.** This initiative will establish clear schoolwide instructional protocols for VR integration within the core curriculum, aiming to significantly enhance student engagement and improve overall math achievement.	$146,980	Yes

		f) To better support English Learners, the Math Specialist will provide **targeted professional development to teachers, education specialists, and CTRs** on effective curriculum implementation and instructional strategies, focusing on grade-level content access and academic vocabulary development. g) **LREBG Action**: An analysis of student math performance data revealed the need for a supplemental targeted mathematics platform, as well as training and support in how to effectively implement it. To meet this need, and as an allowable use of LREBG funds for accelerating progress and closing learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, the school will utilize **IXL Learning**. **Comprehensive training and sustained support** will be provided to instructional staff by IXL Learning, ensuring effective program integration. • Metric being used to monitor action: Staff Training Relevancy, SBA & NWEA Results • LREBG funds supporting this action: $32		

Goal

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

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M4.1	Maintain a Suspension Rate at 1.5% or less for All Students and Student Groups	**2023-24 Results** Suspension Rate: 0.1% **Data Source**: CA School Dashboard	**2024-25 Results** Suspension Rate: 0% **Data Source**: CA School Dashboard **Note**: Student Suspensions Results as of April 2025	**2025-26 Results** Suspension Rate: 0% **Data Source**: CA School Dashboard **Note**: Student Suspensions Results as of April 2026	**Less than 1.5%**	Improved 0.1%
M4.2	Maintain an Expulsion Rate at 1.0% or less for All Students and Student Groups	**2023-24 Results** Expulsion Rate: 0% **Data Source**: CA School Dashboard	**2024-25 Results** Expulsion Rate: 0% **Data Source**: Locally Reported **Note**: Student Expulsion Results as of April 2025	**2025-26 Results** Expulsion Rate: 0% **Data Source**: Locally Reported **Note**: Student Expulsion Results as of April 2026	**Less than 1%**	There was no change from the 0% baseline
M4.3	More than 90% of students surveyed annually will report high levels of School Safety satisfaction	**2023-24 Results** 100% of students **Data Source**: Locally Reported	**2024-25 Results** 100% of students surveyed **Data Source**: Locally Reported	**2025-26 Results** 100% of students surveyed **Data Source**: Locally Reported	**Greater than 90%**	There was no change from the 100% baseline
M4.4	More than 90% of parents surveyed annually will report high levels of School Safety satisfaction	**2023-24 Results** 100% of parents and family **Data Source**: Locally Reported	**2024-25 Results** 100% of parents and family surveyed **Data Source**: Locally Reported	**2025-26 Results** 100% of parents and family surveyed **Data Source**: Locally Reported	**Greater than 90%**	There was no change from the 100% baseline
M4.5	Maintain a School Safety Plan that meets the needs of educational partners and is compliant	**2023-24 Results** School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year **Data Source**: Locally Reported	**2024-25 Results** School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2024-25 school year **Data Source**: Locally Reported	**2025-26 Results** School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2025-26 school year **Data Source**: Locally Reported	**Compliant School Safety Plan**	There was no change from the baseline

Goal Analysis for 2025-26

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

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

All planned actions under Goal 4 were fully implemented during 2025-26. The Executive School Safety Committee convened regularly to oversee the implementation and continuous improvement of the School Safety Plan, and each Resource Center designated a Safety Ambassador who received quarterly training and served as a safety liaison. Operations and Facilities staff maintained systematic reviews of critical safety equipment, communication systems, and emergency response tools, and HVAC systems were monitored and upgraded to ensure healthy learning environments. The Brivo Access system continued to effectively manage and monitor access to all resource centers, enhancing building security.

Student mental health and wellness services were robust throughout the year. The Mental Health and Wellness Hub was expanded and maintained, providing educational partners with updated resources on bullying prevention, human trafficking awareness, suicide prevention, teen dating violence, and mental health support. The Healthy Youth Department implemented Wellness Week and delivered the Resilience in Student Education (RISE) broadcast series, equipping students with essential social-emotional competencies. Healthy Youth Therapists provided counseling services and facilitated connections to school-based and community-based mental health supports. Universal behavioral health screening was implemented for middle and high school students to support early identification and intervention.

All mandated staff trainings were completed, including Blood Borne Pathogens, Child Abuse Reporting, Sexual Harassment Prevention, AED, CPR, Fentanyl Awareness, First Aid, ALICE, LGBTQ+ cultural competency, human trafficking prevention, and trauma-informed practices. The Homeless and Foster Youth Liaison provided ongoing case management and coordinated resources for foster youth and homeless students. Overall, Goal 4 was carried out as planned, with no substantive differences between planned and actual implementation.

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

Material differences between Budgeted Expenditures and Estimated Actual Expenditures are explained below. All other actions were implemented with expenditures consistent with budgeted amounts.

Action 4.1: Estimated Actual Expenditures ($104,631) were 21% below Budgeted Expenditures ($132,962), reflecting lower than budgeted security expenditures.

Action 4.2: Estimated Actual Expenditures ($109,938) were 31% below Budgeted Expenditures ($158,923), primarily due to unfilled budgeted positions, including CTR, Learning Associate, and RCA roles.

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

The actions implemented under Goal 4 during 2025-26 were highly effective in maintaining a safe, secure, and supportive school environment for all students and educational partners. The suspension rate remained at 0%, well below the 1.5% target, and the expulsion rate remained at 0%, continuing to meet the less than 1% target. These outcomes reflect the school's strong commitment to restorative and supportive approaches to student behavior.

One hundred percent of students surveyed reported high levels of school safety satisfaction, and 100% of parents and family members surveyed reported high levels of school safety satisfaction — both exceeding the 90% target. The School Safety Plan was reviewed, updated, and maintained in full compliance throughout the year, meeting the needs of all educational partners.

Overall, the data reflects that Goal 4 actions were highly effective in fostering a positive, safe, and supportive school culture that promotes student well-being, belonging, and readiness to learn.

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

Based on a reflection of 2025-26 implementation and outcome data, Goal 4 will continue into 2026-27 largely unchanged. The goal statement, metrics, and target outcomes will be maintained, as the actions supporting school safety, student mental health and wellness, and social-emotional learning demonstrated strong effectiveness across all measured indicators. The school will continue to expand and strengthen its Mental Health and Wellness Hub, deliver comprehensive safety training for all staff, and provide targeted support for foster youth and homeless students through dedicated case management and coordinated services.

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

Actions

Action #	Title	Description	Total Funds	Contributing

1	Safe and Supportive School Environment for All Students	a) The **Executive School Safety Committee** will convene regularly to ensure the effective implementation and continuous improvement of the School Safety Plan, fostering a safe and secure learning environment. b) To enhance safety preparedness, each Resource Center will designate a **Safety Ambassador** who will receive quarterly training, serve as an information liaison to colleagues, ensure the implementation of safety protocols, and facilitate discussions on ALICE Training key takeaways regarding preparation for violent critical incidents in the school setting. c) **Operations and Facilities staff** will develop and maintain a comprehensive process for the systematic review and update of critical equipment and tools, including communication systems, emergency response kits, and personal protective equipment, to ensure optimal functionality and readiness. d) The school will ensure healthy and productive learning environments by continuously monitoring and strategically upgrading **HVAC systems** to provide optimal air quality and comfortable temperatures for all students and staff. e) The school will continue to employ the **Brivo Access** system to effectively manage and monitor the flow of students, staff, and visitors into all resource centers, enhancing overall building security. This system ensures that only authorized individuals can access these areas, contributing to a safer learning and working environment. f) To better support student well-being, the school will leverage **California Healthy Kids Survey** data to enhance existing mental health and wellness services and programs. g) The school will provide dedicated **nursing services** to address students' physical health needs and support their social-emotional well-being, fostering a healthy and supportive learning environment. h) **To promote health awareness, the school will display flyers** at each resource center addressing topics such as cold, flu, and	$180,495	No

		COVID-19 symptom differentiation, mental health coping strategies and resources, human trafficking awareness and prevention, suicide prevention, and access to support services. i) The school will expand and maintain the **Mental Health & Wellness Hub**, providing educational partners with consistently updated essential information, evidence-based resources, and strategic partnerships. This hub will continue to address crucial areas such as bullying prevention and intervention, human trafficking of children, mental health support, suicide prevention, teen dating violence, and other related wellness topics. j) The school will conduct **annual professional learning** for all staff, providing essential training on Blood Borne Pathogens, Child Abuse Reporting, Sexual Harassment Prevention, AED, CPR, Fentanyl Awareness, and First Aid to ensure a safe and informed school environment. k) Implement online training curriculum to support lesbian, gay, bisexual, transgender, queer, and questioning **(LGBTQ+) cultural competency training** for teachers and certificated employees to support a safe and supportive school environment. l) School staff will receive training opportunities on **human trafficking prevention,** curriculum and the school's Human Trafficking School Safety Protocol. m) Instructional staff will receive training in trauma-informed, culturally relevant, and equity-centered best practices to better support students who are **BIPOC, in foster care, or experiencing homelessness**. This training will also prepare staff to recognize signs of mental health needs and understand the steps for submitting a referral to the school's Healthy Youth School Therapist.		

2	Social, Emotional, and Behavioral Support Systems for All Students	a) Student Access and Support Services (SASS) staff will maintain and strengthen the **mental health referral process**, designed to connect students and families with essential mental health and wellness resources and support systems. This will include facilitating access to school-based services, community-based organizations, and crisis intervention resources such as 988, as well as providing information on key areas like suicide prevention, teen dating violence, and human trafficking awareness. b) To promote student well-being, the Healthy Youth Department will implement a **Wellness Week** focused on key themes of student connection and self-care. Activities and resources will emphasize practical coping strategies, including spending time in nature, staying hydrated, getting enough sleep, exercising, connecting with others, eating healthy food, doing stretches, and practicing gratitude. c) To support students' social-emotional development, the Healthy Youth Department will provide **Resilience in Student Education (RISE)**, a series of live interactive broadcasts focused on building Social and Emotional Core Competencies. These broadcasts will equip students with essential skills for self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, contributing to their overall resilience and well-being. d) To foster positive student development, instructional staff will provide **small group learning environments**, both in the resource center and through distance learning, designed to promote positive communication, responsible behavior, and a sense of accountability among students. e) To support early intervention and identification of behavioral health needs, the Student Access and Support Services division will implement **universal behavioral health screening** for students in middle and high school grades. Early identification of students who may need support allows schools to intervene before concerns escalate into more serious academic, social, or mental health issues. f) To promote equitable access to services, the SASS division will develop culturally and linguistically responsive protocols and	$213,873	No

		resource maps that enhance support for students and families experiencing **grief or community-based trauma.**		

3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	a) The **Character and Leadership Development Program** will provide opportunities for students to develop character and leadership skills while also promoting their health, wellness, and academic achievement. This will include emphasizing the importance of mental health, providing coping strategies for daily well-being, and encouraging healthy lifestyle choices. b) To foster student success, the school will implement **AVID's social and emotional learning (SEL) framework**. This implementation will support students in meeting their diverse needs, pursuing their academic and career goals, and effectively leveraging their college and career readiness skills. c) **LREBG Action**: To support student health and well-being, the school will implement a **Meal Program**. This program will ensure students have access to nutritious meals, with breakfast and lunch provided at no charge. The school will adhere to relevant regulations, and information on additional food assistance programs will be made available to families. • Metric being used to monitor action: Student & Parent Safety & School Satisfaction, Student Participation • LREBG funds supporting this action: $7,000 d) To better support homeless and foster youth, the school will create and integrate dedicated resources within the school's **Mental Health and Wellness Hub**, providing access to essential services and information. e) **Healthy Youth Therapists** will offer counseling services, facilitate connections to school-based and community-based mental health supports, and manage student cases to ensure access to comprehensive services that address their social-emotional, mental health, and physical well-being. f) To promote student emotional well-being and enhance self-regulation skills, the school will deploy **calming carts** to designated areas. These carts will contain a variety of sensory tools, mindfulness resources, and calming activities, directly supporting social-emotional	$114,743	Yes

		learning (SEL) initiatives.		
4	Collaborative Support Systems for Foster Youth	a. School **enrollment staff will identify and tag incoming Foster Youth students within the Student Information System (SIS)**. This process will enable the Homeless and Foster Youth Liaison to provide targeted support and ensure that these students' academic, physical, mental health, and social-emotional needs are comprehensively met. b. The **Homeless and Foster Youth Liaison will provide ongoing case management services** to support students and will collaborate with instructional staff to coordinate resources and interventions as needed.	$66,132	Yes

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M5.1	100% of facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning	**2023-24 Results** 100% of school facilities **Data Source**: Locally Reported	**2024-25 Results** 100% of school facilities **Data Source**: Locally Reported	**2025-26 Results** 100% of school facilities **Data Source**: Locally Reported	**100% of school facilities**	There was no change from the 100% baseline
M5.2	Equity and inclusion staff will maintain or increase opportunities for parental and family member participation for low-income, English learners and foster youth students in trainings, advisory meetings and school events	**2023-24 Results** The following parental participation opportunities were provided: • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels **Data Source**: Locally Reported	**2024-25 Results** The following parental participation opportunities were provided: • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels • LCAP Engagement Surveys • Mental Health Parent Notifications • ParentSquare Weekly Communication **Data Source**: Locally Reported	**2025-26 Results** The following parental participation opportunities were provided: • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels • LCAP Engagement Surveys • Mental Health Parent Notifications • ParentSquare Weekly Communication **Data Source**: Locally Reported	**Maintain or expand opportunities for parental participation for low-income, English learners, and foster youth students**	Increased opportunities for parental and family participation

M5.3	Special education staff will maintain or increase opportunities for parental and family member participation for students with exceptional needs in advisory meetings, school events and conferences	**2023-24 Results** The following parental participation opportunities were provided: • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance • Provide families to participate in community events centered on post-secondary transition pathways	**2024-25 Results** The following parental participation opportunities were provided: • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance • Provide families to participate in community events centered on post-secondary transition pathways	**2025-26 Results** The following parental participation opportunities were provided: • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance • Provide families to participate in community events centered on post-secondary transition pathways	**Maintain or expand opportunities for parental and family member participation for students with exceptional needs**	Maintained opportunities for parental and family participation
M5.4	Maintain connections to community partners that support the academic, physical, and social-emotional needs of students, parents, and family members	**2023-24 Results** 25 community-based partnerships **Data Source**: Locally Reported	**2024-25 Results** 23 community-based partners and alliances **Data Source**: Locally Reported	**2025-26 Results** 23 community-based partners and alliances **Data Source**: Locally Reported	**At least 25 community partners**	Declined 2

M5.5	Provide six Family Learning Series Trainings to all parents and family members	**2023-24 Results** 12 Family Learning Series were provided **Data Source**: Locally Reported	**2024-25 Results** 11 Family Learning Series were provided **Data Source**: Locally Reported	**2025-26 Results** 11 Family Learning Series were provided **Data Source**: Locally Reported	**At least 6 trainings**	Declined 1
M5.6	90% of parents will report that Resource Centers provide innovative learning opportunities for students	**2023-24 Results** 100% of parents and family members **Data Source**: Locally Reported	**2024-25 Results** 100% of parents and family members **Data Source**: Locally Reported	**2025-26 Results** 100% of parents and family members **Data Source**: Locally Reported	**More than 90%**	There was no change from the 100% baseline

Goal Analysis for 2025-26

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

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

All planned actions under Goal 5 were fully implemented during 2025-26. The school hosted informational events including Open House and Senior Night, providing families with direct access to academic program information, student support services, and college and career pathway options with multilingual support. The comprehensive Family Learning Series was delivered, providing families with resources on advanced academic opportunities, mental health and wellness, responsible technology use, and college and career pathways. The Alumni Community was strengthened and expanded, engaging alumni through guest speaking, mentorship, and career- and college-connected activities.

ParentSquare was utilized consistently to provide timely and accessible communication with students, parents, and families, and the California Healthy Kids Survey was administered to gather student feedback on well-being, safety, and school climate. AltusWAVE and AltusGo were maintained and enhanced to streamline professional operations and student access to instructional tools. Technology platforms including DocuSign, Zoom, and Adobe were integrated to improve collaboration with educational partners, and Microsoft365 accounts were issued to students to enhance access to the Altus technology ecosystem.

Advanced technologies were integrated into instruction, including Transfr Virtual Reality simulations for career exploration, MakerBot 3D printing for STEAM learning, Vernier science lab tools, MagicSchool AI for instructional planning and student digital citizenship, and professional-grade collaboration technology suites at resource centers. The California Cadet Corps Aviation Program provided students with hands-on drone experience. Engagement opportunities for English Learners, Foster Youth, and Low-Income students were maintained through Family Resource Night, ELAC meetings, ELD Progress Reports, translated materials, interpretation services, and coordinated transportation for foster youth. Overall, Goal 5 was carried out as planned, with no substantive differences between planned and actual implementation.

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

Material differences between Budgeted Expenditures and Estimated Actual Expenditures are explained below. All other actions were implemented with expenditures consistent with budgeted amounts.

Action 5.3: Estimated Actual Expenditures ($13,686) exceeded Budgeted Expenditures ($11,392) by 20%, primarily due to the 18% across the board general salary increase approved at the September Board Meeting.

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

The actions implemented under Goal 5 during 2025-26 were effective in maintaining innovative, accessible, and supportive resource centers for students, parents, and families. One hundred percent of school facilities were determined to be in good repair status, clean, safe, and functional for teaching and learning. One hundred percent of parents and family members reported that resource centers provide innovative learning opportunities for students, exceeding the 90% target.

Family and parent engagement opportunities were maintained and expanded throughout the year. Eleven Family Learning Series trainings were provided, exceeding the minimum target of 6, and a comprehensive range of parental participation opportunities were offered, including Title I Family Resource Night, ELAC meetings, Open House and Senior Night, School Site Council meetings, College and Career Week, Pathways Portfolio Panels, LCAP Engagement Surveys, and ParentSquare weekly communication. Special education families continued to have access to a full range of participation opportunities, including IEP meetings, SELPA community advisory meetings, and postsecondary transition events.

One area requiring continued attention is community partnerships, which held at 23 partners in 2025-26, slightly below the target of 25. The school will continue efforts to rebuild and expand its community partner network in the coming year to better meet the holistic needs of students and families.

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

Based on a reflection of 2025-26 implementation and outcome data, Goal 5 will continue into 2026-27 largely unchanged. The goal statement, metrics, and target outcomes will be maintained, as the actions supporting family engagement, community partnerships, advanced technology integration, and resource center operations demonstrated continued effectiveness. Reflecting on the slight decline in community partnerships from the baseline of 25 to 23, the school will prioritize rebuilding and expanding its community partner network in the coming year to ensure students and families continue to have access to a broad range of academic, physical, and social-emotional support services.

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

Actions

Action #	Title	Description	Total Funds	Contributing

1	Strengthening Community: Communication, Support, and Access	a) The school will enhance family engagement and communication by hosting informational events, including **Open House and Senior Night**, to provide students and families with direct access to academic program information, student support services, college and career pathway options, and graduation requirements. These events will include opportunities for families to connect with counselors, teachers, and administrators, and will offer multilingual support and accessible materials to ensure all families can participate effectively. b) Altus Schools will implement a comprehensive **Family Learning Series** to strengthen family capacity to support student success. The series will provide families with information and resources on advanced academic opportunities, including AP and Early College Credit, student support services, mental health and wellness, responsible technology use, and college and career pathways. c) The school will strengthen and expand its established **Alumni Community** to increase postsecondary awareness and opportunities for current students and graduates. Alumni will engage through guest speaking, participation on Senior Exhibition panels, mentorship and networking opportunities, and other career- and college-connected activities that support student transition and long-term success. d) Instructional staff will use **ParentSquare** to provide timely, accessible, and consistent communication with students, parents, and families regarding the educational program. Communication will include updates on academic progress, school events, available resources, and opportunities for engagement in order to promote informed participation and strengthen the school-home partnership. e) Maintain and enhance **AltusWAVE**, the school's centralized intranet portal, to streamline professional operations and instructional support. This platform serves as a single point of access for student data monitoring, curriculum resource library, and cross-site content sharing, while facilitating essential administrative functions such as HR services, facility requests, and professional development registration. f) The school will embed a **confidential feedback form within the Mental Health and Wellness Hub** to facilitate collaborative support.	$32,898	No

		This will allow educational partners to share insights and request assistance while maintaining privacy. g) **LREBG Action**: The school will introduce a system for issuing **Microsoft365 accounts to students**, enabling access to Microsoft resources and providing Single Sign-On (SSO) functionality to enhance integration with the Altus technology ecosystem. This initiative represents an allowable use of LREBG funds, as equitable access to technology tools directly supports learning recovery and removes barriers to academic engagement for unduplicated student groups. • Metric being used to monitor action: Student Participation, Student and Parent Satisfaction, & Parent Perceptions of Educational Technology • LREBG funds supporting this action: $6,806 h) The school will maintain access to **AltusGo**, a web-based platform designed to facilitate streamlined Single Sign-On (SSO) for students. This system provides convenient access to vital instructional tools, resources, and support services essential to academic success. i) **LREBG Action**: The school plans to use technology platforms like DocuSign, Zoom, and Adobe to improve collaboration with educational partners. DocuSign will make signing documents easier, Zoom will be the main tool for virtual meetings as well as voice and text communication within the educational community, and Adobe will help with sharing and editing documents. By integrating these tools, the school aims to build more efficient partnerships, which will support better outcomes for students. This initiative represents an allowable use of LREBG funds, as streamlined communication and collaboration tools strengthen the educational support network that unduplicated students rely on to access services and maintain academic progress. • Metric being used to monitor action: Student Participation & Student and Parent Satisfaction • LREBG funds supporting this action: $2,000 j) The Communications Department will continue to **enhance and update the school website** to provide accurate and timely		

		information to parents and community members, ensuring compliance with all educational requirements. The website will also feature interactive elements, allowing visitors to easily ask questions, provide feedback, and connect with school staff. k) To strengthen equitable access for non-English-speaking families, the school will provide **free access to the Summit K12 language learning program to help family members** build their own English language proficiency. These efforts will expand families' ability to engage confidently in their child's education and navigate school resources. l) To maximize reach and recruit students and families in need of innovative learning methods, the school will conduct a **broad marketing initiative encompassing diverse formats** such as bus advertisements, television and radio spots, print materials, and targeted online search campaigns, all focused on re-engagement and post-high school preparation. m) To recognize and celebrate student accomplishments, the school will provide **promotion and graduation ceremonies** at the end of the academic year. Families and guests are invited to attend these special events, which honor the hard work and achievements of our students.		

2	Integrating Advanced Technologies into Education	a) Enhance career exploration and workforce readiness by providing students with immersive **Transfr Virtual Reality** simulations, leading to increased engagement, improved skill retention, and greater confidence in their future career choices. b) The school is expanding its innovative teaching methods with **3D printing with MakerBot Sketch Large printers**. This initiative will provide all students with opportunities to explore STEAM fields through practical, hands-on projects. Teachers will receive thorough training to ensure effective integration of this technology, preparing students for the evolving demands of the 21st century workforce. c) To ensure optimal learning experiences aligned with Next Generation Science Standards, school staff will proactively maintain and enhance facilities, equipment, and instructional materials. This includes integrating **Vernier temperature probes, pH sensors, and motion detectors** into lab activities, allowing students to gather accurate, real-time data for experiments in physics, chemistry, and biology. This commitment to 'best practices' will provide students with a safe and effective lab environment for scientific exploration and discovery, aligning with modern scientific practices. d) Provide **instructional staff with access to MagicSchool AI** to optimize instructional planning, personalize learning pathways, and develop curriculum that integrates responsible AI usage. This will enable educators to effectively leverage AI tools and guide students in navigating the ethical and practical aspects of AI technology. e) Deploy MagicSchool AI as a core instructional tool to enhance **student digital citizenship and career-technical skills**, ensuring equitable access to emerging technologies through supervised, ethically grounded curriculum integration. f) The school's California Cadet Corps will offer an innovative **Aviation Program centered on hands-on experience with unmanned drones**. This program is strategically designed to equip students with foundational knowledge and practical skills vital for future careers in piloting and related aerospace industries.	$388,234	No

		g) Provide students at Resource Centers with **diverse computing options**, including iPads, laptops, and desktops, to ensure **universal access** to digital curricula. This multi-platform approach supports differentiated instruction and allows students to utilize the hardware best suited to their specific learning styles, accessibility requirements, and CTE pathway goals. h) Equip Resource Centers with **professional-grade collaboration technology suites**—including Logitech Rally bars, Scribe whiteboard cameras, and Tap control panels—to facilitate high-quality interactive instruction. By integrating these tools with ClickShare wireless systems and large-format displays, the district will foster **seamless peer-to-peer and student-to-teacher collaboration** in a modern, tech-enabled learning environment.		

3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	a) The school will continue to host our annual **Family Resource Night** at the beginning of the school year. This event will empower families, especially those from historically underserved communities, with information about our educational programs and services. We will focus on ensuring equitable access and opportunities for all students. b) To enhance accessibility for foster youth, we will provide **coordinated transportation services** to our resource center. This will enable them to fully utilize the educational support and services offered, fostering their academic success. c) To foster collaborative partnerships, we will facilitate interactive **English Learner Advisory Committee (ELAC) meetings**. These meetings will empower parents to provide valuable input into the English Learner Plan. We will include an annual Needs Assessment within these meetings to directly inform and improve our services. This process will ensure our services are responsive to the needs of English Learners. d) Instructional staff will use **ELD Progress Reports as a tool to initiate meaningful conversations with families of English Learners**. These conversations will focus on assessing student needs and collaboratively developing personalized learning goals. This approach will foster active family involvement in their child's language development. e) The school will ensure accessibility for all families by **providing translated materials and resources** for parents and family members of English Learners. Additionally, we will staff resource centers with **designated interpreters or bilingual staff** in locations with high enrollment of non-English speaking families. This will facilitate clear communication and support. f) The school will actively facilitate communication by **arranging interpretation services** in all languages for non-English-speaking parents. These services will be provided for both in-person and virtual parent-teacher conferences and school meetings.	$19,236	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$412,191	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
12.460%	0%	$0	12.460%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

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

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

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

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

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

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

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

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

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

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

Limited Actions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Additional Concentration Grant Funding

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

AS Coastal does not qualify for additional concentration grant funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	71:1	*N/A*
Staff-to-student ratio of certificated staff providing direct services to students	17:1	*N/A*

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 3,308,115	$ 412,191	12.460%	0.000%	12.460%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,078,178	$ 935,943	$ 16,183	$ 142,896	$ 4,173,200.00	$ 3,146,377	$ 1,026,823

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	All	No	LEA-wide	All	All	Ongoing	$ 74,573	$ 5,195	$ 58,901	$ 14,220	$ -	$ 6,647	$ 79,768	0.000%
1	2	English Learner Assessment and Support Framework	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 133,205	$ 1,256	$ 101,862	$ 29,695	$ -	$ 2,904	$ 134,461	0.000%
1	3	Personalized Academic Instruction and Support for All Students	All	No	LEA-wide	All	All	Ongoing	$ 456,259	$ 32,922	$ 410,497	$ 71,018	$ -	$ 7,666	$ 489,181	0.000%
1	4	Targeted Math Interventions and Resources	All	No	LEA-wide	All	All	Ongoing	$ 118,894	$ 2,602	$ 97,595	$ 19,653	$ -	$ 4,248	$ 121,496	0.000%
1	5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 262,932	$ 102,761	$ 238,865	$ 99,060	$ -	$ 27,768	$ 365,693	0.000%
1	6	Academic Instruction and Support for Students with Disabilities	SWD	No	Limited	SWD	All	Ongoing	$ 477,545	$ 284,746	$ 333,385	$ 396,861	$ -	$ 32,045	$ 762,291	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 189,830	$ 3,923	$ 156,061	$ 32,362	$ -	$ 5,330	$ 193,753	0.000%
2	1	Dynamic, Engaging and Standards-Aligned Curriculum	All	No	LEA-wide	All	All	Ongoing	$ 168,546	$ 61,082	$ 141,918	$ 83,680	$ -	$ 4,030	$ 229,628	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 133,205	$ 71,620	$ 173,074	$ 28,439	$ -	$ 3,312	$ 204,825	0.000%
2	3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	All	No	LEA-wide	All	All	Ongoing	$ 185,901	$ 33,014	$ 150,738	$ 64,390	$ -	$ 3,787	$ 218,915	0.000%
3	1	Professional Learning Focused on Improving Academic Performance for All Students	All	No	LEA-wide	All	All	Ongoing	$ 69,647	$ 3,356	$ 61,183	$ 10,845	$ -	$ 975	$ 73,003	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 137,595	$ -	$ 103,825	$ 28,440	$ -	$ 5,330	$ 137,595	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 146,980	$ -	$ 108,551	$ 28,440	$ -	$ 9,989	$ 146,980	0.000%
4	1	Safe and Supportive School Environment for All Students	All	No	LEA-wide	All	All	Ongoing	$ 158,168	$ 22,327	$ 178,375	$ -	$ -	$ 2,120	$ 180,495	0.000%
4	2	Social, Emotional, and Behavioral Support Systems for All Students	All	No	LEA-wide	All	All	Ongoing	$ 205,971	$ 7,902	$ 180,207	$ 5,564	$ 4,046	$ 24,056	$ 213,873	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Low Income & Foster Youth	Yes	LEA-wide	Foster Youth and Low-Income	All	Ongoing	$ 107,694	$ 7,049	$ 79,068	$ 23,276	$ 12,137	$ 262	$ 114,743	0.000%
4	4	Collaborative Support Systems for Foster Youth	Foster Youth	Yes	Limited	Foster Youth	All	Ongoing	$ 66,132	$ -	$ 66,132	$ -	$ -	$ -	$ 66,132	0.000%
5	1	Strengthening Community: Communication, Support, and Access	All	No	LEA-wide	All	All	Ongoing	$ 32,898	$ -	$ 32,898	$ -	$ -	$ -	$ 32,898	0.000%
5	2	Integrating Advanced Technologies into Education	All	No	LEA-wide	All	All	Ongoing	$ 4,391	$ 383,843	$ 385,807	$ -	$ -	$ 2,427	$ 388,234	0.000%
5	3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 16,011	$ 3,225	$ 19,236	$ -	$ -	$ -	$ 19,236	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)
$ 3,308,115	$ 412,191	12.460%	0.000%	12.460%	$ 1,046,674	0.000%	31.640%

Totals by Type	Total LCFF Funds
Total:	$ 1,046,674
LEA-wide Total:	$ 599,558
Limited Total:	$ 447,116
Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	English Learner Assessment and Support Framework	Yes	Limited	English Learners	All	$ 101,862	0.000%
1	5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	$ 238,865	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	Limited	English Learners	All	$ 156,061	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	$ 173,074	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	$ 103,825	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	$ 108,551	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	LEA-wide	Foster Youth and Low-Income	All	$ 79,068	0.000%
4	4	Collaborative Support Systems for Foster Youth	Yes	Limited	Foster Youth	All	$ 66,132	0.000%
5	3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	$ 19,236	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 4,352,599.00	$ 4,210,428.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	No	$ 79,100	$ 96,757
1	2	English Learner Assessment and Support Framework	Yes	$ 116,770	$ 139,084
1	3	Personalized Academic Instruction and Support for All Students	No	$ 452,390	$ 528,132
1	4	Targeted Math Interventions and Resources	No	$ 95,694	$ 111,615
1	5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	$ 478,493	$ 339,109
1	6	Academic Instruction and Support for Students with Disabilities	No	$ 574,315	$ 590,225
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	$ 180,302	$ 195,539
2	1	Dynamic, Engaging and Standards-Aligned Curriculum	No	$ 364,672	$ 340,476
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	Yes	$ 264,376	$ 274,469
2	3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	No	$ 319,021	$ 255,390
3	1	Professional Learning Focused on Improving Academic Performance for All Students	No	$ 183,865	$ 166,370
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	Yes	$ 134,334	$ 155,250
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	Yes	$ 130,805	$ 143,066
4	1	Safe and Supportive School Environment for All Students	No	$ 132,962	$ 104,631
4	2	Social, Emotional, and Behavioral Support Systems for All Students	No	$ 158,923	$ 109,938
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	$ 68,194	$ 62,625
4	4	Collaborative Support Systems for Foster Youth	Yes	$ 76,273	$ 72,780
5	1	Strengthening Community: Communication, Support, and Access	No	$ 47,124	$ 48,608
5	2	Integrating Advanced Technologies into Education	No	$ 483,594	$ 462,678
5	3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	Yes	$ 11,392	$ 13,686

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 379,803	$ 948,756	$ 984,542	$ (35,786)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	English Learner Assessment and Support Framework	Yes	$ 102,021	$ 112,866.00	0.000%	0.000%
1	5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	$ 118,360	$ 128,535.00	0.000%	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	$ 116,809	$ 169,037.00	0.000%	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	Yes	$ 250,451	$ 233,421.00	0.000%	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	Yes	$ 116,956	$ 125,090.00	0.000%	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	Yes	$ 109,999	$ 110,790.00	0.000%	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	$ 48,450	$ 20,473.00	0.000%	0.000%
4	4	Collaborative Support Systems for Foster Youth	Yes	$ 74,318	$ 70,644.00	0.000%	0.000%
5	3	Engagement Opportunities for English Learners, Low Income Students, and Foster Youth	Yes	$ 11,392	$ 13,686.00	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 3,092,357	$ 379,803	0.000%	12.282%	$ 984,542	0.000%	31.838%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

APPENDIX E

ARTICLES OF INCORPORATION

B4702-5960 06/26/2026 5:00 PM Received by California Secretary of State

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-FILED-
File No.: BA20261367308
Date Filed: 6/26/2026

CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the President and Secretary, respectively, of Altus Schools Southern California, a California nonprofit public benefit corporation, with California Entity Number 2267362.

2. Article V of the Articles of Incorporation of this Corporation is amended to read as follows:

   Upon the dissolution or final liquidation of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07 for participation in a governmental plan under Section 414(d) of the Internal Revenue Code, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State.

3. The foregoing amendment of the Articles of Incorporation has been duly approved by the Board of Directors.

4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date: May 20, 2026

Mary Scarcy Bixby, President

Date: May 20, 2026

Lynne Herrero Alipio, Secretary

Certificate Verification No.: 475613832 Date: 07/01/2026

ALTUS SCHOOLS SOUTHERN CALIFORNIA
RESOLUTION 2026052002 APPROVING AMENDMENT OF ARTICLES OF INCORPORATION

WHEREAS, Altus Schools Southern California ("ASSC") is a California nonprofit public benefit corporation operating California public charter schools, as authorized by California Education Code section 47604; and

WHEREAS, ASSC seeks to amend the Articles of Incorporation as necessary to comply with the California State Teachers Retirement System ("CalSTRS") Certification pertaining to IRS Notice 2015-07 which mandates, in part, that the governing documents of ASSC require its net assets, upon dissolution or final liquidation of ASSC, to be distributed to either a public school that meets the requirement of Section III.A of Notice 2015-07 or that its net assets will be transferred to the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision.

WHEREAS, the current Articles of Incorporation were revised to comply with the CalSTRS Certification requirements.

THEREFORE, IT IS RESOLVED that the Board of Directors approves of the Certificate of Amendment of Articles of Incorporation. (attached hereto as Exhibit "A")

PASSED AND ADOPTED by the Board of Directors at a regular meeting held on May 20, 2026, by the following vote:

Ayes: Board Members: Gordon, Herr, Myers, Stevens

Nos:---

Absent:---

Abstentions:---

Wayland Myers, Chair of the Board

May 20, 2026
Date

* * * *

CERTIFICATE OF SECRETARY

I certify that I am the duly elected Secretary of Altus Schools Southern California, a California nonprofit public benefit corporation; that this resolution is true and correct as written and was duly adopted by the Board at a regular meeting held on May 20, 2026.

Lynne Herrero Alipio, Secretary

EXHIBIT A
CERTIFICATE OF AMENDMENT
OF ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the President and Secretary, respectively, of Altus Schools Southern California, a California nonprofit public benefit corporation, with California Entity Number 2267362.

2. Article V of the Articles of Incorporation of this Corporation is amended to read as follows:

   Upon the dissolution or final liquidation of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07 for participation in a governmental plan under Section 414(d) of the Internal Revenue Code, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State.

3. The foregoing amendment of the Articles of Incorporation has been duly approved by the Board of Directors.

4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date: May 20, 2026

Mary Searcy Bixby, President

Date: May 20, 2026

Lynne Herrero Alipio, Secretary

APPENDIX F

PROOF OF ACTIVE CORPORATION STATUS

Business Search

*The California Business Search provides access to available information for **corporations**, **limited liability companies** and **limited partnerships** of record with the California Secretary of State, with **free PDF copies** of over 17 million imaged business entity documents, including the most recent imaged Statements of Information filed for Corporations and Limited Liability Companies.*

*Currently, information for Limited Liability Partnerships (e.g. law firms, architecture firms, engineering firms, public accountancy firms, and land survey firms), General Partnerships, and other entity types are **not contained** in the California Business Search. If you wish to obtain information about LLPs and GPs, submit a Business Entities Order paper form to request copies of filings for these entity types. Note: This search is not intended to serve as a name reservation search. To reserve an entity name, select Forms on the left panel and select Entity Name Reservation ? Corporation, LLC, LP.*

Basic Search

- *A Basic search can be performed using an entity name or entity number. When conducting a*

ALTUS SCHOOLS SOUTHERN CALIFORNIA (2267362)

Request Certificate

Initial Filing Date	11/01/2000
Status	Active
Standing - SOS	Good
Standing - FTB	Good
Standing - Agent	Good
Standing - VCFCF	Good
Formed In	CALIFORNIA
Entity Type	Nonprofit Corporation - CA - Public Benefit
Principal Address	10170 HUENNEKENS STREET SAN DIEGO, CA 92121
Mailing Address	10170 HUENNEKENS STREET SAN DIEGO,CA92121
Statement of Info Due Date	11/30/2026
Agent	Individual MARY SEARCY BIXBY 10170 HUENNEKENS STREET SAN DIEGO, CA 92121

View History

Request Access

search ***only ACTIVE entities*** *(Corporations, Limited Liability Companies, Limited Partnerships, Cooperatives, Name Reservations, Foreign Name Reservations, Unincorporated Common Interest Developments, and Out of State Associations). The basic search performs a contains ?keyword? search. The Advanced search allows for a ? starts with? filter. To search entities that have a status other than active or to refine search criteria, use the* ***Advanced*** *search feature.*

Advanced Search

- *An Advanced search is required when searching for publicly traded disclosure information or a status other than active.*
- *An Advanced search allows for searching by specific entity types (e.g., Nonprofit Mutual Benefit Corporation) or by entity groups (e.g., All Corporations) as well as searching by ?begins with? specific search criteria.*

Disclaimer: *Search results are limited to the 500 entities closest matching the entered search criteria. If your desired search result is not found within the 500 entities provided, please refine the search criteria using the Advanced search function for additional results/entities. The California Business Search is*

ALTUS SCHOOLS SOUTHERN CALIFORNIA (2267362)

Request Certificate

Initial Filing Date	11/01/2000
Status	Active
Standing - SOS	Good
Standing - FTB	Good
Standing - Agent	Good
Standing - VCFCF	Good
Formed In	CALIFORNIA
Entity Type	Nonprofit Corporation - CA - Public Benefit
Principal Address	10170 HUENNEKENS STREET SAN DIEGO, CA 92121
Mailing Address	10170 HUENNEKENS STREET SAN DIEGO,CA92121
Statement of Info Due Date	11/30/2026
Agent	Individual MARY SEARCY BIXBY 10170 HUENNEKENS STREET SAN DIEGO, CA 92121

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altus schoo

Advanced

Results: 2

Entity Information	Initial Filing Date
ALTUS SCHOOLS SOUTHERN CALIFORNIA (2267362)	11/01/2000
Altus Schools Southern California (5652300)	04/14/2023

ALTUS SCHOOLS SOUTHERN CALIFORNIA (2267362)

Request Certificate

Initial Filing Date	11/01/2000
Status	Active
Standing - SOS	Good
Standing - FTB	Good
Standing - Agent	Good
Standing - VCFCF	Good
Formed In	CALIFORNIA
Entity Type	Nonprofit Corporation - CA - Public Benefit
Principal Address	10170 HUENNEKENS STREET SAN DIEGO, CA 92121
Mailing Address	10170 HUENNEKENS STREET SAN DIEGO,CA92121
Statement of Info Due Date	11/30/2026
Agent	Individual MARY SEARCY BIXBY 10170 HUENNEKENS STREET SAN DIEGO, CA 92121

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APPENDIX G

BYLAWS

ALTUS SCHOOLS SOUTHERN CALIFORNIA
RESOLUTION 2026052001 APPROVING AMENDED BYLAWS

WHEREAS, Altus Schools Southern California ("ASSC") is a California nonprofit public benefit corporation operating California public charter schools, as authorized by California Education Code section 47604; and

WHEREAS, ASSC seeks to amend the Bylaws as necessary to comply with the California State Teachers Retirement System ("CalSTRS") Certification pertaining to IRS Notice 2015-07 which mandates, in part, that the governing documents of ASSC require its net assets, upon dissolution or final liquidation of ASSC, to be distributed to either a public school that meets the requirement of Section III.A of Notice 2015-07 or that its net assets will be transferred to the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision.

WHEREAS, the current Bylaws were revised to comply with the CalSTRS Certification requirements.

THEREFORE, IT IS RESOLVED that the Board of Directors approves of the amended Bylaws. (attached hereto as Exhibit "B")

PASSED AND ADOPTED by the Board of Directors at a regular meeting held on May 20, 2026, by the following vote:

Ayes: Board Members: Herr, Gordon, Myers, Stevens

Nos: ---

Absent:---

Abstentions:---

Wayland Myers, Chair of the Board

May 20, 2026
Date

* * * *

CERTIFICATE OF SECRETARY

I certify that I am the duly elected Secretary of Altus Schools Southern California, a California nonprofit public benefit corporation; that this resolution is true and correct as written and was duly adopted by the Board at a regular meeting held on May 20, 2026.

Lynne Herrero Alipio, Secretary

EXHIBIT B

BYLAWS
OF
ALTUS SCHOOLS SOUTHERN CALIFORNIA

(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Altus Schools Southern California.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this Corporation is located at 10170 Huennekens Street, San Diego, State of California. The Board of Directors may change the location of the principal office. However, a change in the principal office may constitute a material revision to the charter(s). Any such change of location must be noted by the secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this Corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The specific purposes of this Corporation are:

(1) to manage, operate, guide, direct and promote one or more California public charter schools ("Related Public Charter Schools") as may be established to provide public education based on the Altus Model:

(2) to manage, enhance, improve, disseminate, administer, guide and direct the Altus Model and its use by Related Public Charter Schools;

(3) to establish, manage, administer, guide and direct such other educational programs including without limitation, preschools, elementary, middle schools, secondary, alternative schools or community programs;

(4) to perform and undertake any and all activities and functions, including soliciting contributions of money and property from the general public, as may be proper in connection with this Corporation's general and specific purposes.

Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rule of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. Upon the dissolution or final liquidation of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07 for participation in a governmental plan under Section 414(d) of the Internal Revenue Code, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State.

ARTICLE VI
CORPORATION WITHOUT MEMBERS

Section 1. CORPORATION WITHOUT MEMBERS. The Corporation shall have no members within the meaning of the Nonprofit Corporation Law.

ARTICLE VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Non-Profit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the

Board of Directors (also known as the "Board of Directors" or "Governance Council"). The Board may delegate the management of the Corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

1. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

2. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California;

3. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

4. Adopt and use a corporate seal; and alter the seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. All directors, except for the representative designated by the chartering authority, if any, shall be designated by the existing Board of Directors. The board of directors shall consist of at least three directors and no more than nine, unless changed by amendment to these bylaws. If the chartering authority designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. Each director shall hold office for six (6) years and until a successor director has been designated and qualified.

Section 4. PARENT REPRESENTATIVE. For so long as the Corporation operates one (1) or more duly authorized California charter schools, the existing Board of Directors shall appoint a Parent Representative to the Board of Directors from a list of qualified candidates. The Parent Representative shall be qualified according to the policies of the Corporation and must have a primary caregiver relationship to a student enrolled in a charter school operated by the Corporation. Should the Parent Representative cease to have a student enrolled in a charter school operated by the Corporation, the Parent Representative's seat will be deemed vacated. Should no qualified applicants apply, the Board of Directors shall leave the Parent Representative seat vacated until a qualified applicant applies and is appointed.

Section 5. CHARTERING AUTHORITY REPRESENTATIVE. No requirements for

or restrictions on the appointment, service or terms for removal of other members of the Board of Directors shall apply to any chartering authority representative and such representative shall serve at the pleasure of and be removed only by the action of the chartering authority Governing Board or designee.

Section 6. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in- law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the Corporation.

Section 7. DIRECTORS TERM. Each director shall hold office for six (6) years and until a successor director has been designated and qualified, except for the Parent Representative, who shall hold office only so long as they have a primary caregiver relationship to a student enrolled in a charter school operated by the Corporation, but in no instance for more than four (4) years.

Section 8. NOMINATIONS BY COMMITTEE. The Chair of the Board of Directors or, if none, the Superintendent School Services and Founder may appoint a committee to nominate qualified candidates for appointment to the Board of Directors at least thirty (30) days before the date of any appointment of directors. The nominating committee shall make its report at least seven (7) days before the date of the appointment or at such other time as the Board of Directors may set and the Secretary shall forward to each board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 9. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. No Corporation funds may be expended to support a nominee for director.

Section 10. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death or resignation of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Non- Profit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the directors, at any meeting at which any director or directors are to be appointed, to appoint the number of directors required to be appointed at such meeting; and (e) termination of employment with the Corporation. In addition to the above, the Parent Representative position shall also be considered vacant should the current Parent Representative cease to have a primary caregiver relationship to a student enrolled in a charter school operated by the Corporation.

Section 11. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chair of the Board, if any, or to the Superintendent

School Services and Founder or the Secretary of the board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 12. REMOVAL OF DIRECTORS. Any director, except for the chartering authority representative, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The chartering authority representative may be removed without cause by the chartering authority or with the written consent of the chartering authority. Any vacancy caused by the removal of a Board designated director shall be filled as provided in Section 13.

Section 13. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly appointed director or directors.

Section 14. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors, except for the representative appointed by the chartering authority, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (1) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (2) a sole remaining director. A vacancy in the seat of the representative of the chartering authority shall be filled by the chartering authority.

Section 15. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 16. PLACE OF BOARD OF DIRECTORS MEETINGS. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act and Education Code Section 47604.1.

Section 17. TELECONFERENCE MEETINGS[1]. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of the county in which the greatest number of pupils enrolled in the charter schools operated by the Corporation reside;

b. All votes taken during a teleconference meeting shall be by roll call;

[1] Pursuant to Government Code Section 54953, the Corporation may use teleconferencing without complying with the requirements of paragraphs (a), (c), and (d) if the Corporation complies with the requirements of Section 54953(e).

c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;[2]

e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.[3]

Section 18. ANNUAL AND REGULAR MEETINGS. Regular meetings of the Board of Directors shall be held at least one (1) meeting per quarter. The Board of Directors shall hold an annual meeting in June for purposes of organization, election of officers, and transaction of other business. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 19. AUTHORITY TO CALL SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chair of the Board, if any, or a majority of the Board of Directors. If a Chair of the Board has not been elected then the Superintendent School Services and Founder is authorized to call a special meeting in place of the President of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 20. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Notice of the time and place of special meetings shall be given to each director by (a) personal delivery of written notice; (b) first-class mail, postage prepaid; (c) telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the director or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director; (d) facsimile; (e) electronic mail; or (f) other electronic means. All such notices shall be given or sent to the director's address or telephone number as shown on the Corporation's records and shall be sent with at least such notice as is required in accordance with the terms and provisions of the Brown Act.

---

[2] This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

[3] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

Notice of the time and place of special meetings shall be given to all media who have provided written notice to Altus Schools Southern California,

The notice shall state the time of the meeting, the place and the business to be transacted at the meeting.

All notice requirements will comply with the terms and provisions of the. Brown Act.

Section 21. QUORUM. A majority of the directors then in office shall constitute a quorum. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the board. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 22. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 23. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation, for their services as directors or officers, and only such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 24. CREATION OF POWERS OF COMMITTEES. The board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the board, to the extent provided in the Board of Directors resolution, except that no committee may:

(a) Fill vacancies on the Board of Directors or any committee of the board;

(b) Amend or repeal bylaws or adopt new bylaws;

(c) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal; or

(d) Create any other committees of the Board of Directors or appoint the members of committees of the board;

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors

then in office, advisory committees to serve at the pleasure of the Board.

Section 25. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 26. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this Corporation.

Section 27. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this Corporation shall be a Superintendent School Services and Founder, a Secretary, and a Chief Financial Officer. The Corporation, at the board's direction, may also have a President of the board, one or more Vice-Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed under Article VIII, Section 4 of these bylaws.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the Superintendent School Services and Founder or the Chair of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this Corporation, except any appointed under Article IX, Section 4 of these bylaws, shall be chosen annually by the Board of Directors and shall serve at the pleasure of the board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the Chair of the Board, the Superintendent School Services and Founder, or another officer to appoint any other officers that the Corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or

without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIR OF THE BOARD. If a Chair of the Board of Directors is elected, he or she shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no Superintendent School Services and Founder, the Chair of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the Superintendent School Services and Founder of the Corporation set forth in these bylaws.

Section 9. SUPERINTENDENT SCHOOL SERVICES AND FOUNDER. Subject to such supervisory powers as the Board of Directors may give to the President of the board, if any, and subject to the control of the board, the Superintendent School Services and Founder shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers including but limited to hiring, supervision and evaluation of employee, contract approval, supervising fiscal affairs, and effectuating the Corporate purposes etc. unless otherwise limited by the Policies of the Corporation. In the absence of the Chair of the Board, or if none; the Superintendent School Services and Founder shall preside at all Board of Directors meetings. The Superintendent School Services and Founder shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If Vice-Presidents are appointed, and if the Superintendent School Services and Founder is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the board, or, if not ranked, a Vice-President designated by the board, shall perform all duties of the Superintendent School Services and Founder. When so acting, a Vice- President shall have all powers of and be subject to all restrictions on the Superintendent School Services and Founder. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the board, and of committees of the board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of persons present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the board, and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or by bylaws may require.

Section 12. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law, by these bylaws, or by the board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (ii) disburse the Corporation's funds as the Board of Directors may order; (iii) render to the Superintendent School Services and Founder, Chair of the Board, if any, and the board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and (iv) have such other powers and perform such other duties as the board, contract, job specification, or the bylaws may require.

If required by the board, the Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX
CONTRACTS WITH DIRECTORS AND OFFICERS

Section 1. CONTRACTS WITH DIRECTORS AND OFFICERS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest). Pursuant to Education Code section 47604.1 (effective Jan. 1, 2020), notwithstanding Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code, an employee of a charter school shall not be disqualified from serving as a member of the governing body of the charter school because of that employee's employment status. A member of the governing body of a charter school who is also an employee of the charter school shall abstain from voting on or influencing or attempting to influence another member of the governing body regarding, all matters uniquely affecting that member's employment.

ARTICLE X
LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This Corporation shall not lend any money or property to or guarantee the obligation of any director or officer; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XI
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other. amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code section 5238 (b) or section 5238 (c), the approval of such indemnification may be made by:

(a) A majority vote of a quorum consisting of directors who are not parties to such proceeding; or

(b) The court in which such proceeding is or was pending upon application made by this Corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney or other person is opposed by this Corporation.

ARTICLE XII
INSURANCE

Section 1. INSURANCE. This Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

ARTICLE XIII
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This Corporation shall keep:

(a) Adequate and correct books and records of account;

(b) Written minutes of the proceedings of its board and committees of the board; and

(c) Such reports and records as required by law.

ARTICLE XIV
INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors, and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest, as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This Corporation shall keep at its principal California office the original or a copy of the article of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the Corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XV
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to each director within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

(a) The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;

(b) The principal changes in assets and liabilities, including trust funds;

(c) The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

(d) The Corporation's expenses or disbursement for both general and restricted purposes;

(e) Any information required under these bylaws; and

(f) An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The Corporations shall comply with Corporations Code section 6322.

ARTICLE XVI
EFFECTIVE DATES; AMENDMENTS

Section 1. EFFECTIVE DATE. These bylaws and any amendments shall become effective immediately upon their adoption.

Section 2. AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the charter governing the charter school or make any provisions of these bylaws inconsistent with the charter, the Corporation's articles of incorporation, or any laws.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Altus Schools Southern California, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages (including this page), are the bylaws of this Corporation as adopted by the Board of Directors on 20th of May 2026, and that these bylaws have not been amended or modified since that date.

IN WITNESS WHEREOF, I have signed my name and affixed the seal of the Corporation to this certificate on May 20, 2026.

Lynne Herrero Alipio, Secretary

APPENDIX H

CONFLICT OF INTEREST CODE

Docusign Envelope ID: 366FDEC2-290B-4528-BA58-F39D04CE3039

Resolution of the Altus Schools Southern California Board of Directors
Amending a Conflict-of-Interest Code

WHEREAS, Altus Schools Southern California ("Corporation") operates the following California public charter schools: Audeo Charter School II, Audeo Valley Charter School, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools North County, Altus Schools Mirus, and Altus Schools South Bay;

WHEREAS, pursuant to Education Code section 47604.1 (b)(4)(A) a charter school and an entity managing a charter school must comply with the Political Reform Act and adopt a conflict of interest code;

WHEREAS, the charter schools operated by the Corporation are authorized by chartering authorities located in San Diego County, Riverside County and San Bernadino County and therefore the Corporation is a Multi-County Local Agency as it has jurisdiction in more than one county;

WHEREAS, the Code Reviewing Body for a Multi-County Local Agency is the Fair Political Practices Commission ("FPPC") (Govt. Code § 82011.);

THEREFORE, the Corporation must submit its approved Conflict of Interest Code to FPPC for approval;

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of the Corporation that:

1. A Conflict of Interest Code, in the form attached as Exhibit A, is approved;

2. The Superintendent Schools Services and Founder is hereby directed and authorized to submit a copy to the FPPC for approval pursuant to Title 2 Cal. Code of Regs. § 18750.

APPROVED AND ADOPTED this 25th day of February 2026.

AYES: Members: Gordon, Herr, Myers
NOES:---
ABSENT: Members: Stevens
ABSTAIN:---

DocuSigned by:
Wayland Myers
C88DEDEA4E934C5...
Chairman, Board of Directors
Altus Schools Southern California

ATTEST:

DocuSigned by:
Lynn N. Olson
0E93F20DCFEB48A...
Secretary, Board of Directors
Altus Schools Southern California

DECLARATION OF CHIEF EXECUTIVE OFFICER

Multi-Agency Conflict Of Interest Code for

Altus Schools Southern California

The proposed conflict of interest code specifically includes each agency position that involves the making or participation in the making of decisions which may foreseeably have a material financial effect on an economic interest. Positions that do not make or participate in the decisions are not included.

The disclosure categories are written to address the agency's current programs and require disclosure of only foreseeable interests that may create a conflict of interest.

The agency has satisfied all of the requirements of Title 2, Division 6 of the California code of Regulations Section 18750 preliminary to approval of the proposed code.

Mary Searcy Bixby
Signature

February 25, 2026
Date

Mary Searcy Bixby
Printed Name

Superintendent School Services and Founder
Title

ALTUS SCHOOLS SOUTHERN CALIFORNIA
CONFLICT OF INTEREST CODE

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations §18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code for Altus Schools Southern California **(ASSC).**

Individuals holding designated positions shall file statements of economic interests with **ASSC**, which will make the statements available for public inspection and reproduction (Government Code § 81008). All statements will be retained by **ASSC**.

APPENDIX A
DESIGNATED POSITIONS

Designated Positions	Disclosure Category
Members of the Board of Directors	1, 2
Superintendent School Services and Founder	1, 2
Secretary	2
Deputy Superintendent School Services and Founding Director	2
Finance Administrator	2
Consultants/New Positions	*

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Superintendent School Services and Founder or designee may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's or new position's duties and based upon that description, a statement of the extent of disclosure requirements. The Superintendent School Services and Founder or designee's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

Public Officials Who Manage Public Investments

The following positions are not covered by the code because the positions manage public investments. Individuals holding such positions must file under Government Code Section 87200 and are listed for informational purposes only. Section 87200 requires disclosure of all investments and business positions in business entities, all income, including gifts, loans and travel payments, and real property.

Chief Financial Officer/Treasurer

APPENDIX B

DISCLOSURE CATEGORIES

Category 1

Designated positions assigned to this category must report:

a) Interests in real property that are located in whole or in part within a two-mile radius:
   - of any school district or county office of education that has authorized a **ASSC** charter school, or
   - of any facility utilized by **ASSC**'s charter schools, or
   - of a proposed site for an **ASSC** facility.

b) Investments and business positions in business entities, and sources of income (including gifts, loans, and travel payments) of the type that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by **ASSC**.

APPENDIX I

UNIFORM COMPLAINT POLICY AND FORMS

1500 Uniform Complaint Policy and Procedures
Approved: May 5, 2009
Amended: June 29, 2015**,** March 10, 2016, August 26, 2020, March 1, 2023, February 28, 2024, June 26, 2024 ; June 24, 2025; June 24, 2026

The Board of Directors of Altus Schools Southern California, a California nonprofit public benefit corporation operating Altus Schools Coastal, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, Altus Schools Riverside County, and Altus Schools South Bay, hereafter collectively referred to as "Charter School" or "School", hereby adopts this policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

(1) Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a).

(2) Complaints alleging a violation of state or federal law or regulation governing the following programs:

- Accommodations for Pregnant, Parenting or Lactating Students;
- Adult Education;
- Career Technical and Technical Education;
- Career Technical and Technical Training;
- Child Care and Development Programs;
- Consolidated Categorical Aid;
- Education or graduation of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public schools, Migratory Children and Children of Military Families;
- Every Student Succeeds Act;
- Migrant Education Programs;

- Regional Occupational Centers and Programs, and
- School Safety Plans.

(3) Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, Pupil fees include:

i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 – 52077, including an allegation of a violation of Education Code sections 47605.5 or 47607.3, as referenced in Education Code Section 52075, regarding local control and accountability plans.

d. If the Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, Charter School shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected students, parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or, Charter School, and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable are subject to the UCP.

(5) If the Charter School adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 no longer fall under the UCP. Instead, they are governed by Title 7, Code of Federal Regulations ("C.F.R sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 no longer fall under the UCP. Instead, they are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent practical and as permitted by law) the confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. Charter School cannot assure anonymity or confidentiality of the complainant's identity. Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Chief of Staff & Compliance Officer or designee on a case-by-case basis. Charter School shall take reasonable steps to protect complainants from retaliation. Charter School shall ensure that complainants are protected from retaliation.

Compliance Officers

The Board of Directors designates the Chief of Staff & Compliance Officer ("COSCO") to be the Compliance Officer to receive and investigate complaints and to ensure the Charter School's compliance with law:

Elizabeth Orona
Chief of Staff & Compliance Officer
10170 Huennekens Street
San Diego, CA 92121
(858) 678-4811

The COSCO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the COSCO or designee.

Should a complaint be filed against the COSCO, the compliance officer for that case shall be the Chairperson of the Charter School Board of Directors.

Notifications

The COSCO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be available on the Charter School's website. The Charter School shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary, under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in the Charter School speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that School is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that School is operating pursuant to Title 22 licensing requirements.
3. A statement that School is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within thirty (30) calendar days of the Charter School's decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals Charter School's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
9. A statement that if Charter finds merit in a UCP complaint, or the CDE finds merit in an appeal, Charter shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code §section 262.3.

11. A statement that copies of Charter's UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints, which allege that the Charter School has violated federal or state laws or regulations enumerated in the section "Scope", above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency or organization may file a written complaint of alleged noncompliance of unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy. A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the COSCO or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the COSCO or designee shall be made in writing. The period for filing may be extended by the COSCO or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The COSCO shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and notification of date received.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility engaging in mediation with a neutral third-party. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree that the mediator must maintain confidentiality.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Final Written Decision

The Charter School shall issue an investigation report (the "Decision) based on the evidence. The Charter School's decision shall be in writing and sent to the complainant within sixty (60) calendar days of the Charter School's receipt unless the timeframe is extended with the written agreement of the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether the Charter School is in compliance with the relevant law.
3. Corrective actions, if the Charter School finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal the Charter School's decision within thirty (30) calendar days to the CDE, except when the Charter School has used its UCP to address complaints that are not subject to the UCP requirements
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the California Department of Education

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with the Charter School and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. Charter School failed to follow its complaint procedures.
2. Relative to all allegations of the complaint, the Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in Charter School's Decision are not supported by substantial evidence.
4. The legal conclusion in the Charter School's Decision is inconsistent with the law.
5. In a case in which Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE, that the complainant has appealed the Decision, the COSCO or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of the Charter School's complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to the Charter School for resolution as a new complaint. If the CDE notifies the Charter School that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, the Charter School will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusion of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any

information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decisions remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, Charter School has not taken action within sixty (60) calendar days of the date of the complaint was filed with the Charter School.

If Charter School fails to issue an investigation report within the required sixty (60) calendar day timeline, a party to a written complaint of prohibited discrimination may appeal directly to the SSPI. The complaint must provide evidence supporting the basis for direct filing and explain why immediate action is necessary.

Civil Law Remedies

Complainants alleging a violation of Education Code section 220, 243, 244, 51500, 51501, or 60044, may seek civil remedies after sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The waiting period does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

Altus Schools Coastal Uniform Complaint Procedure Form

Last Name: _____ First Name/MI:_____

Student Name (if applicable): _____ Grade: ____ Date of Birth:_____

Street Address/Apt. #: _____

City: _____State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Adult Education
- ☐ Career Technical and Technical Education/Career Technical and Technical Training
- ☐ Child Care and Development
- ☐ Consolidated Categorical Aid Programs
- ☐ Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families
- ☐ Every Student Succeeds Act
- ☐ Local Control Funding Formula/ Local Control and Accountability Plan
- ☐ Migrant Education Programs
- ☐ Regional Occupational Centers and Programs
- ☐ School Plans for School Achievement
- ☐ School Safety Plan
- ☐ Pupil Fees
- ☐ Pregnant, Parenting or Lactating Students

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ☐ Age
- ☐ Ancestry
- ☐ Genetic Information
- ☐ Sex (Actual or Perceived)

- ☐ Color
- ☐ Disability (Mental or Physical)
- ☐ Ethnic Group Identification
- ☐ Gender / Gender Expression / Gender Identity
- ☐ Immigration Status/Citizenship
- ☐ Marital Status
- ☐ Medical Condition
- ☐ Nationality / National Origin
- ☐ Race or Ethnicity
- ☐ Religion
- ☐ Sexual Orientation (Actual or Perceived)
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics

Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

Have you discussed your complaint or brought your complaint to any Altus Schools Coastal personnel? If you have, to whom did you take the complaint, and what was the result?

Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents: ☐ Yes ☐ No

Signature:

_____ Date: _____

Mail complaint and any relevant documents to the Chief of Staff & Compliance Officer:

Elizabeth Orona
Chief of Staff & Compliance Officer
10170 Huennekens Street
San Diego, CA 92121
(858) 678-4811

Altus Schools East County Uniform Complaint Procedure Form

Last Name: _____ First Name/MI:_____

Student Name (if applicable): _____Grade: _____ Date of Birth:_____

Street Address/Apt. #: _____

City: _____State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Adult Education
- ☐ Career Technical and Technical Education/Career Technical and Technical Training
- ☐ Child Care and Development
- ☐ Consolidated Categorical Aid Programs
- ☐ Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families
- ☐ Every Student Succeeds Act
- ☐ Local Control Funding Formula/ Local Control and Accountability Plan
- ☐ Migrant Education Programs
- ☐ Regional Occupational Centers and Programs
- ☐ School Plans for School Achievement
- ☐ School Safety Plan
- ☐ Pupil Fees
- ☐ Pregnant, Parenting or Lactating Students

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ☐ Age
- ☐ Ancestry
- ☐ Color
- ☐ Genetic Information
- ☐ Immigration Status/Citizenship
- ☐ Marital Status
- ☐ Sex (Actual or Perceived)
- ☐ Sexual Orientation (Actual or Perceived)

- ☐ Disability (Mental or Physical)
- ☐ Ethnic Group Identification
- ☐ Gender / Gender Expression / Gender Identity
- ☐ Medical Condition
- ☐ Nationality / National Origin
- ☐ Race or Ethnicity
- ☐ Religion
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics

Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

Have you discussed your complaint or brought your complaint to any Altus Schools East County personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents: ☐ Yes ☐ No

Signature:

_____ Date: _____

Mail complaint and any relevant documents to the Chief of Staff & Compliance Officer:

Elizabeth Orona
Chief of Staff & Compliance Officer
10170 Huennekens Street
San Diego, CA 92121
(858) 678-4811

Altus Schools Mirus Uniform Complaint Procedure Form

Last Name: _____ First Name/MI:_____

Student Name (if applicable): _____Grade: _____ Date of Birth:_____

Street Address/Apt. #: _____

City: _____State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Adult Education
- ☐ Career Technical and Technical Education/Career Technical and Technical Training
- ☐ Child Care and Development
- ☐ Consolidated Categorical Aid Programs
- ☐ Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families
- ☐ Every Student Succeeds Act
- ☐ Local Control Funding Formula/ Local Control and Accountability Plan
- ☐ Migrant Education Programs
- ☐ Regional Occupational Centers and Programs
- ☐ School Plans for School Achievement
- ☐ School Safety Plan
- ☐ Pupil Fees
- ☐ Pregnant, Parenting or Lactating Students

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ☐ Age
- ☐ Ancestry
- ☐ Color
- ☐ Genetic Information
- ☐ Immigration Status/Citizenship
- ☐ Marital Status
- ☐ Sex (Actual or Perceived)
- ☐ Sexual Orientation (Actual or Perceived)

- ☐ Disability (Mental or Physical)
- ☐ Ethnic Group Identification
- ☐ Gender / Gender Expression / Gender Identity
- ☐ Medical Condition
- ☐ Nationality / National Origin
- ☐ Race or Ethnicity
- ☐ Religion
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics

Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

Have you discussed your complaint or brought your complaint to any Altus Schools Mirus personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

Please provide copies of any written documents that may be relevant or supportive of your complaint.
I have attached supporting documents: ☐ Yes ☐ No

Signature:

_____ Date: _____

Mail complaint and any relevant documents to the Chief of Staff & Compliance Officer:

Elizabeth Orona
Chief of Staff & Compliance Officer
10170 Huennekens Street
San Diego, CA 92121
(858) 678-4811

Altus Schools North County Uniform Complaint Procedure Form

Last Name: _____ First Name/MI:_____

Student Name (if applicable): _____Grade: _____ Date of Birth:_____

Street Address/Apt. #: _____

City: _____State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Adult Education
- ☐ Career Technical and Technical Education/Career Technical and Technical Training
- ☐ Child Care and Development
- ☐ Consolidated Categorical Aid Programs
- ☐ Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families
- ☐ Every Student Succeeds Act
- ☐ Local Control Funding Formula/ Local Control and Accountability Plan
- ☐ Migrant Education Programs
- ☐ Regional Occupational Centers and Programs
- ☐ School Plans for School Achievement
- ☐ School Safety Plan
- ☐ Pupil Fees
- ☐ Pregnant, Parenting or Lactating Students

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ☐ Age
- ☐ Ancestry
- ☐ Color
- ☐ Genetic Information
- ☐ Immigration Status/Citizenship
- ☐ Marital Status
- ☐ Sex (Actual or Perceived)
- ☐ Sexual Orientation (Actual or Perceived)

- ☐ Disability (Mental or Physical)
- ☐ Ethnic Group Identification
- ☐ Gender / Gender Expression / Gender Identity
- ☐ Medical Condition
- ☐ Nationality / National Origin
- ☐ Race or Ethnicity
- ☐ Religion
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics

Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

Have you discussed your complaint or brought your complaint to any Altus Schools North County personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

Please provide copies of any written documents that may be relevant or supportive of your complaint.
I have attached supporting documents: ☐ Yes ☐ No

Signature:

_____ Date: _____

Mail complaint and any relevant documents to the Chief of Staff & Compliance Officer:

Elizabeth Orona
Chief of Staff & Compliance Officer
10170 Huennekens Street
San Diego, CA 92121
(858) 678-4811

Altus Schools Riverside County Uniform Complaint Procedure Form

Last Name: _____ First Name/MI:_____

Student Name (if applicable): _____Grade: _____ Date of Birth:_____

Street Address/Apt. #: _____

City: _____State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Adult Education
- ☐ Career Technical and Technical Education/Career Technical and Technical Training
- ☐ Child Care and Development
- ☐ Consolidated Categorical Aid Programs
- ☐ Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families
- ☐ Every Student Succeeds Act
- ☐ Local Control Funding Formula/ Local Control and Accountability Plan
- ☐ Migrant Education Programs
- ☐ Regional Occupational Centers and Programs
- ☐ School Plans for School Achievement
- ☐ School Safety Plan
- ☐ Pupil Fees
- ☐ Pregnant, Parenting or Lactating Students

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ☐ Age
- ☐ Ancestry
- ☐ Color
- ☐ Genetic Information
- ☐ Immigration Status/Citizenship
- ☐ Marital Status
- ☐ Sex (Actual or Perceived)
- ☐ Sexual Orientation (Actual or Perceived)

- ☐ Disability (Mental or Physical)
- ☐ Ethnic Group Identification
- ☐ Gender / Gender Expression / Gender Identity
- ☐ Medical Condition
- ☐ Nationality / National Origin
- ☐ Race or Ethnicity
- ☐ Religion
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics

Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

Have you discussed your complaint or brought your complaint to any Altus Schools Riverside County personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

Please provide copies of any written documents that may be relevant or supportive of your complaint.
I have attached supporting documents: ☐ Yes ☐ No

Signature:

_____ Date: _____

Mail complaint and any relevant documents to the Chief of Staff & Compliance Officer:

Elizabeth Orona
Chief of Staff & Compliance Officer
10170 Huennekens Street
San Diego, CA 92121
(858) 678-4811

Altus Schools South Bay Uniform Complaint Procedure Form

Last Name: _____ First Name/MI:_____

Student Name (if applicable): _____Grade: _____ Date of Birth:_____

Street Address/Apt. #: _____

City: _____State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Adult Education
- ☐ Career Technical and Technical Education/Career Technical and Technical Training
- ☐ Child Care and Development
- ☐ Consolidated Categorical Aid Programs
- ☐ Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families
- ☐ Every Student Succeeds Act
- ☐ Local Control Funding Formula/ Local Control and Accountability Plan
- ☐ Migrant Education Programs
- ☐ Regional Occupational Centers and Programs
- ☐ School Plans for School Achievement
- ☐ School Safety Plan
- ☐ Pupil Fees
- ☐ Pregnant, Parenting or Lactating Students

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ☐ Age
- ☐ Ancestry
- ☐ Color
- ☐ Genetic Information
- ☐ Immigration Status/Citizenship
- ☐ Marital Status
- ☐ Sex (Actual or Perceived)
- ☐ Sexual Orientation (Actual or Perceived)

- ☐ Disability (Mental or Physical)
- ☐ Ethnic Group Identification
- ☐ Gender / Gender Expression / Gender Identity
- ☐ Medical Condition
- ☐ Nationality / National Origin
- ☐ Race or Ethnicity
- ☐ Religion
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics

Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

Have you discussed your complaint or brought your complaint to any Altus Schools South Bay personnel? If you have, to whom did you take the complaint, and what was the result?

Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents: ☐ Yes ☐ No

Signature:

_____ Date: _____

Mail complaint and any relevant documents to the Chief of Staff & Compliance Officer:

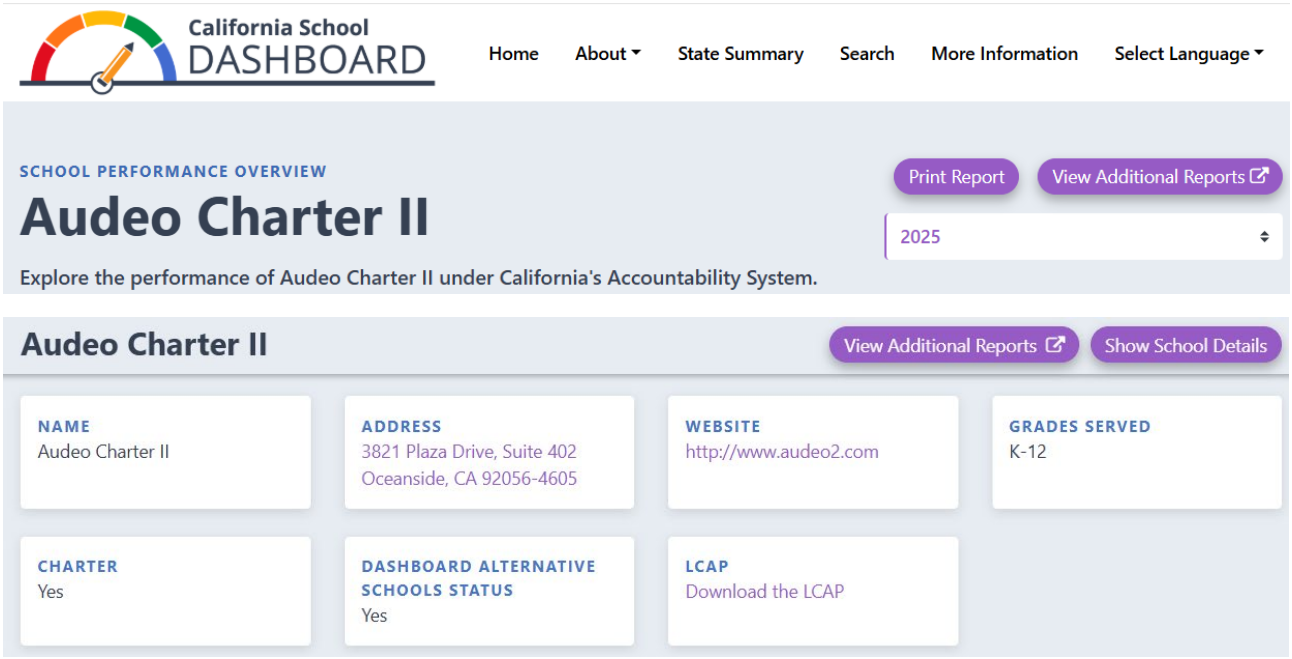
Elizabeth Orona
Chief of Staff & Compliance Officer
10170 Huennekens Street
San Diego, CA 92121
(858) 678-4811

APPENDIX J

DASS STATUS APPROVAL DOCUMENTATION FROM CDE

Altus Schools Coastal DASHBOARD DASS Status

The 2026 California Dashboard, scheduled for public release October 15th, 2026, will show that Altus Schools Coastal, *formerly Audeo Charter II*, maintains Dashboard Alternative School (DASS) Status.



Dashboard Alternative School Status (DASS) Schools List

California Department of Education

Posted January 9, 2026

Note: Field Definitions for data below can be found on the File Layout worksheet.

CDSCode	School	District	County	SchoolType
37103710134577	Audeo Charter II	San Diego County Office of Education	San Diego	K-12 Schools (Public)

APPENDIX K

BOARD OF DIRECTORS ROSTER

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA

ALTUS SCHOOLS COASTAL ▪ ALTUS SCHOOLS EAST COUNTY ▪ ALTUS SCHOOLS MIRUS
ALTUS SCHOOLS NORTH COUNTY ▪ ALTUS SCHOOLS RIVERSIDE COUNTY ▪ ALTUS SCHOOLS SOUTH BAY

BOARD OF DIRECTORS
2026-2027

Wayland Myers
Chairman
Term 1: October 20, 2021 – June 30, 2027
10170 Huennekens Street
San Diego, CA 92121
wmyers@altusschools.net

Jim Herr
Board Member - Community
Term 1: January 1, 2023 – June 30, 2029
10170 Huennekens Street
San Diego, CA 92121
jherr@altusschools.net

Chris Gordon
Board Member - Community
Term 1: January 1, 2023 – June 30, 2029
10170 Huennekens Street
San Diego, CA 92121
cgordon@altusschools.net

Cristina Stevens
Board Member - Community
Term 1: July 1, 2024 – June 30, 2030
10170 Huennekens Street
San Diego, CA 92121
cstevens@altusschools.net

Updated: 7/2026

APPENDIX L

WASC APPROVAL LETTER

COMMISSION MEMBERS

LINDA NORMAN, Ed.D.
Chairperson
Western Catholic Educational Association

KATHERINE THOROSSIAN, Ed.D.
Vice Chairperson
Public Member

ODIE J. DOUGLAS, Ed.D.
Immediate Past Chair
Association of California School Administrators

WARD ANDRUS, Ed.D.
Association of California School Administrators

STACEY BELLO
Hawaii Complex Area Superintendent

JANICE BLABER
Hawaii Government Employees' Association

MOOHAY CHOE, Ed.D.
Association of California School Administrators

KEVIN COLLINS, Ed.D.
Association of California School Administrators

CAROLINE COTA, Ed.D.
Association of California School Administrators

JULIE CRUZ
California Federation of Teachers

JEFF DAVIS, Ed.D.
California Association of Independent Schools

GREGORY DHUYVETTER
Western Catholic Educational Association

TOBY ELMORE, Ed.D.
California Association of Private School Organizations

MARTY FRICKE
California Teachers Association

ANDREA FUKUMOTO
Hawaii State Department of Education

ANNA-LISA GEORGE
Western Catholic Educational Association

JIM GERHARD, Ed.D.
East Asia Regional Council of Schools

MELISSA HANDY
Hawaii Private Teacher

MATT HANNAN
Association of Christian Schools International

KARIN D. HANSEN DEL REY
Hawaii State Teachers Association

CANDI KERN
California Congress of Parents and Teachers, Inc. (PTA)

CHRISTINE MCCORMICK, Ed.D.
Association of California School Administrators

MONIQUE MCWAYNE
California Department of Education

ERIC MOONEY, Ed.D.
Association of California School Administrators

ALESHA MORENO-RAMIREZ
California Department of Education

CHRISTOPHER OASE, D.A.
California School Boards Association

JENNIFER OWENS
Postsecondary Education

JASON SAMPLE
Charter Schools

TERESA SCHWABAUER
Western Catholic Educational Association

SHERRY SEGURA, Ph.D.
Charter Schools

VACANCY
Pacific Islands

JAMES P. WILLIS II, Ed.S.
Pacific Union Conference of Seventh-day Adventists

LIVINGSTON (JACK) WONG
Public Member, Hawaii

CHRISTY WOOD, Ed.D.
National Lutheran School Accreditation

April 28, 2026

Allison Fleck, Administrator of Instructional Services
Altus Schools Coastal
3821 Plaza Drive
Oceanside, California 92056

Dear Allison Fleck:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces the action taken at the Spring 2026 Commission Meeting. The ACS WASC Commissioners have determined Altus Schools Coastal (K-12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the school's report, and the satisfactory completion of the accreditation visit.

It is the decision of the Commission to grant six-year accreditation status through June 30, 2032, with a mid-cycle report due June 1 in the 2028-2029 school year.

Altus Schools Coastal is required to submit a mid-cycle report. The report should demonstrate that the school has: 1) addressed the growth areas for continuous improvement through the schoolwide action plan; 2) made appropriate progress on the implementation of the schoolwide action plan; and 3) improved student achievement relative to the schoolwide learner outcomes and the academic standards.

Accreditation status is conditioned upon Altus Schools Coastal's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.

The Commission looks forward to Altus Schools Coastal's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

Linda Norman, Ed.D.
Commission Chairperson

cc: Craig Heimbichner, Paul Chan

APPENDIX M

UC A-G APPROVAL LIST

Altus Schools Coastal

High School (Grades >9-12)
Charter School
Public
Altus Schools
College Board Code: 050368

Course List Manager
Cathryn Rambo
(858) 678-2058
crambo@altusschools.net

Course List for: 2026-27

Printed On: 7/23/2026

A - History / Social Science

Title *Discipline*	Course Length / Learning Environment / UC Honors
AP Government and Politics United States *Civics / American Government*	1/2 Year / Online / UC Honors
AP Human Geography *World History / Cultures / Historical Geography*	1 Year / Online / UC Honors
AP United States History *U.S. History*	1 Year / Online / UC Honors
AP World History *World History / Cultures / Historical Geography*	1 Year / Online / UC Honors
Government 1 *Civics / American Government*	1/2 Year / Classroom based
Honors US History 1, 2 *U.S. History*	1 Year / Classroom based / UC Honors
Principles of American Democracy *Civics / American Government*	1/2 Year / Online
U.S. History and Geography *U.S. History*	1 Year / Online
U.S. History and Geography Honors *U.S. History*	1 Year / Online / UC Honors
United States History 1 and 2 *U.S. History*	1 Year / Classroom based
WORLD HISTORY GEOGRAPHY 1 and 2 *World History / Cultures / Historical Geography*	1 Year / Classroom based
World History, Culture, and Geography *World History / Cultures / Historical Geography*	1 Year / Online

B - English

Title *Discipline*	Course Length / Learning Environment / UC Honors
American Literature 1 and 2 *English*	1 Year / Classroom based
AP English Language and Composition *English*	1 Year / Online / UC Honors

AP English Literature and Composition *English*	1 Year / Online / UC Honors
Contemporary Voices in Lit 1 and 2 *English*	1 Year / Classroom based
ENGLISH 1 and 2 *English*	1 Year / Classroom based
English 3 and 4 *English*	1 Year / Classroom based
English Language Arts 10 *English*	1 Year / Classroom based
English Language Arts 10 Honors *English*	1 Year / Online / UC Honors
English Language Arts 11 *English*	1 Year / Online
English Language Arts 11 Honors *English*	1 Year / Online / UC Honors
English Language Arts 12 *English*	1 Year / Online
English Language Arts 12 Honors *English*	1 Year / Online / UC Honors
English Language Arts 9 *English*	1 Year / Classroom based
English Language Arts 9 Accelerated *English*	1 Year / Online
ENGLISH LITERATURE 1,2 *English*	1 Year / Classroom based
Honors American Literature 1 and 2 *English*	1 Year / Classroom based / UC Honors
World Literature 1 and 2 *English*	1 Year / Classroom based
WRITERS WORKSHOP 1,2 *English*	1 Year / Classroom based

C - Mathematics

Title *Discipline*	Course Length / Learning Environment / UC Honors
ALGEBRA 1 and 2 *Algebra I*	1 Year / Classroom based
Algebra I *Algebra I*	1 Year / Classroom based
Algebra II *Algebra II*	1 Year / Online
AP Calculus AB *Calculus*	1 Year / Online / UC Honors
Computer Science Discoveries *Computer Science*	1 Year / Classroom based
Concepts in Probability and Statistics *Statistics*	1 Year / Online
Geometry	1 Year / Online

Geometry	
GEOMETRY 1 and 2 *Geometry*	1 Year / Classroom based
Honors Pre Calculus *Pre-Calculus*	1 Year / Classroom based / UC Honors
Integrated Math 1 a,b *Mathematics I*	1 Year / Classroom based
Integrated Math 2a, 2b *Mathematics II*	1 Year / Classroom based
Integrated Math 3a & 3b *Mathematics III*	1 Year / Classroom based
INTERMEDIATE ALGEBRA 1- 2 *Algebra II*	1 Year / Classroom based
Mathematics I *Mathematics I*	1 Year / Online
Mathematics II *Mathematics II*	1 Year / Online
Mathematics III *Mathematics III*	1 Year / Online
Pre-Calculus *Pre-Calculus*	1 Year / Online
Pre-Calculus 1 and 2 *Pre-Calculus*	1 Year / Classroom based
Statistics and Data Analysis 1, 2 *Statistics*	1 Year / Classroom based

D - Science

Title *Discipline*	Course Length / Learning Environment / UC Honors
AP Environmental Science *Interdisciplinary Sciences*	1 Year / Online / UC Honors
BIOLOGY 1 and 2 *Biology / Life Sciences*	1 Year / Classroom based
Biology Honors with Labs *Biology / Life Sciences*	1 Year / Online / UC Honors
Biology with Labs *Biology / Life Sciences*	1 Year / Online
CHEMISTRY 1-2 *Chemistry*	1 Year / Classroom based
Chemistry Honors with Labs *Chemistry*	1 Year / Online / UC Honors
Chemistry with Labs *Chemistry*	1 Year / Online
Earth and Space Science *Earth and Space Sciences*	1 Year / Classroom based
Earth and Space Science with Labs *Earth and Space Sciences*	1 Year / Online
Honors Chemistry 1, 2 *Chemistry*	1 Year / Classroom based / UC Honors

Introduction to Green Technology *Interdisciplinary Sciences*	1 Year / Classroom based
Marine Biology *Biology / Life Sciences*	1 Year / Classroom based
Physics 1 and 2 *Physics*	1 Year / Classroom based
Physics with Labs *Physics*	1 Year / Online

E - Language Other than English

Title *Discipline*	Course Length / Learning Environment / UC Honors
(EDGE) Spanish 1 *LOTE Level 1*	1 Year / Online
(EDGE) Spanish 3 *LOTE Level 3*	1 Year / Online
(EDGE) Spanish II *LOTE Level 2*	1 Year / Online
French 1, 2 *LOTE Level 1*	1 Year / Classroom based
French 3, 4 *LOTE Level 2*	1 Year / Online
French 5/6 *LOTE Level 3*	1 Year / Classroom based
French I *LOTE Level 1*	1 Year / Online
French II *LOTE Level 2*	1 Year / Online
French III *LOTE Level 3*	1 Year / Online
German 1,2 *LOTE Level 1*	1 Year / Classroom based
German 3,4 *LOTE Level 2*	1 Year / Classroom based
GERMAN 5, 6 *LOTE Level 3*	1 Year / Classroom based
Spanish 1,2 *LOTE Level 1*	1 Year / Classroom based
Spanish 1/2 *LOTE Level 1*	1 Year / Classroom based
Spanish 3-4 *LOTE Level 2*	1 Year / Classroom based
Spanish 5 *LOTE Level 3*	1/2 Year / Classroom based
Spanish 6 *LOTE Level 3*	1/2 Year / Classroom based

F - Visual & Performing Arts

Title *Discipline*	Course Length / Learning Environment / UC Honors
ART 1 and 2 *Visual Arts*	1 Year / Classroom based
Art History 1, 2 *Visual Arts*	1 Year / Classroom based
Commercial Art 1,2 *Visual Arts*	1 Year / Classroom based
Drawing 1 & 2 *Visual Arts*	1 Year / Classroom based
Music Appreciation *Music*	1 Year / Classroom based
Photography 1,2 *Visual Arts*	1 Year / Classroom based

G - College - Preparatory Elective

Title *Discipline*	Course Length / Learning Environment / UC Honors
AP Psychology *History / Social Science*	1 Year / Online / UC Honors
Asian American Pacific Islander Studies *Interdisciplinary*	1/2 Year / Classroom based
AVID 10 *Interdisciplinary*	1 Year / Classroom based
AVID 11 *Interdisciplinary*	1 Year / Classroom based
AVID 12 *Interdisciplinary*	1 Year / Classroom based
AVID 9 *Interdisciplinary*	1 Year / Classroom based
Black and African American Studies *Interdisciplinary*	1/2 Year / Classroom based
California Cadet Corps Leadership 1, 2 *Interdisciplinary*	1 Year / Classroom based
Career and Life Management 1, 2 *Interdisciplinary*	1 Year / Classroom based
Career Explorations 1 and 2 *Interdisciplinary*	1 Year / Classroom based
Chicano(a) and Latin(x) Studies *Interdisciplinary*	1/2 Year / Classroom based
Child Development Pathway 1, 2 *Interdisciplinary*	1 Year / Classroom based
Child Development Pathway 3, 4 *Interdisciplinary*	1 Year / Classroom based
CLD PE 1, 2	1 Year / Classroom based

Interdisciplinary	
CLD PE 3, 4 *Interdisciplinary*	1 Year / Classroom based
CLD PE 5, 6 *Interdisciplinary*	1 Year / Classroom based
Design Careers 1,2 *Interdisciplinary*	1 Year / Classroom based
Economics *History / Social Science*	1/2 Year / Online
ECONOMICS 1 *History / Social Science*	1/2 Year / Classroom based
Entrepreneurship 1,2 *Interdisciplinary*	1 Year / Classroom based
Environmental Sustainability *Interdisciplinary*	1 Year / Classroom based
Health Science and Medical Technology *Interdisciplinary*	1 Year / Online
Health Science Concepts *Interdisciplinary*	1 Year / Online
Hospitality and Tourism Year 1 *Interdisciplinary*	1 Year / Classroom based
Hospitality and Tourism Year 2 *Interdisciplinary*	1 Year / Classroom based
Information and Communication Technology *Interdisciplinary*	1 Year / Online
Introduction to Business *Interdisciplinary*	1 Year / Online
Military Science 1, 2 *Interdisciplinary*	1 Year / Classroom based
Military Science 3, 4 *Interdisciplinary*	1 Year / Classroom based
Native American Studies *Interdisciplinary*	1/2 Year / Classroom based
Nursing Assistant *Interdisciplinary*	1 Year / Online
Pathways Exhibition *Interdisciplinary*	1/2 Year / Classroom based
PHILOSOPHY 1 *History / Social Science*	1/2 Year / Classroom based
Photoshop 1,2 *Interdisciplinary*	1 Year / Classroom based
Psychology *History / Social Science*	1 Year / Online
PSYCHOLOGY 1,2 *History / Social Science*	1 Year / Classroom based
Retail, Sales and Marketing *Interdisciplinary*	1 Year / Classroom based
Sociology *History / Social Science*	1/2 Year / Online
SOCIOLOGY 1	1/2 Year / Classroom based

History / Social Science	
Teacher Education 1 & 2 *Interdisciplinary*	1 Year / Classroom based
Veterinary Science 1 & 2 *Interdisciplinary*	1 Year / Classroom based
World Regional Geography *History / Social Science*	1/2 Year / Online

APPENDIX N

NCAA APPROVAL LIST

High School's NCAA Courses

High School Account Status

High School Account Status				
Account Status*	**Account Status Type**	**May approved core courses be used?**	**May proof of graduation be used?**	**Description (Please review the Additional Information box below as it may contain other important information about this account.)**
✓ (10/16/2017)	Cleared	Yes	Yes	Courses and proof of graduation may be used in the initial-eligibility certification process. Some CLEARED accounts may have coursework that does not meet NCAA core-course legislation.
	Extended Evaluation	Pending Individual Review	Yes	The use of courses in the initial-eligibility certification process is pending individual review. Proof of graduation may be used in the initial-eligibility certification process.
	Not Cleared	No	No	Courses and proof of graduation may not be used in the initial-eligibility certification process.
	In Review	No	No	Courses and proof of graduation may not be used in the initial-eligibility certification process at this time. Upon rendering of a decision, courses and proof of graduation may or may not be used in the initial-eligibility certification process, depending on account status.
	Suspended	No	No	This account did not complete the review process. To determine if courses and proof of graduation may be used in the initial-eligibility certification process, this account must complete the review process.

				This account may resume its review by contacting the NCAA Eligibility Center.
	Closed	No	No	This account is no longer in operation. Please review the High School Information and List of NCAA Courses for details regarding use of courses and proof of graduation in the initial-eligibility certification process.
	None	No	No	This account has not been reviewed. To determine if courses and proof of graduation may be used in the initial-eligibility certification process, this account must complete the review process.
	Not Applicable	No	No	An account status is not applicable for this account. Courses and proof of graduation may not be used in the initial-eligibility certification process.
	Withdrawn	No	No	This account has opted out of the review process. Courses and proof of graduation may not be used in the initial-eligibility certification process. This account may resume its review by contacting the NCAA Eligibility Center.

* Proof of graduation will be used through the remainder of the academic year in which a high school's account status changes if its previous account status permitted the use of proof of graduation. For high schools that do not operate on a traditional academic calendar, proof of graduation will be used only through the completion date of coursework for which the student was enrolled prior to the change in account status. The status of core courses will remain through the academic term (e.g., semester, quarter) in which a high school's account status changes. For schools with nontraditional academic calendars, core course statuses will remain for students with a course enrollment date prior to and including the date of school status change.

High School Summary

High School Summary	
NCAA High School Code	851348
CEEB Code	050368

High School Name	ALTUS SCHOOLS COASTAL
Address	10170 HUENNEKENS ST SAN DIEGO CA - 92121
Primary Contact Name	CATHRYN RAMBO
Primary Contact Phone	858-678-2058
Primary Contact Fax	Not Available
Primary Contact Email	crambo@altusschools.net
Secondary Contact Name	TIM TUTER
Secondary Contact Phone	8586782042
Secondary Contact Fax	Not Available
Secondary Contact Email	ttuter@altusschools.net
School Website	http://www.audeo2.com/
Link to Online Course Catalog/Program of Studies	Not Available
Last Update of List of NCAA Courses	03-May-23
Other Teams Formally Affiliated	No teams data found

Please review information regarding your school and district. The information listed below applies only to courses completed at the above school.

High School Information

Coursework from this school/program meets NCAA nontraditional core-course legislation. CREDIT RECOVERY coursework from this school/program, designated as "R" on students' transcripts, meets NCAA nontraditional core-course legislation.

Grading Scales

View Grading Scales

High School Grading Scale Period: 2025-26 Through 2025-26

High School Grading Period: 2025-26 Through 2025-26

High School Numeric Grade Scale:

There are no numeric grades available for this grading period.

High School Weighted Grade:

Honors		Advanced Placement	
Grade	Unit	Grade	Unit
A	5	A	5
B	4	B	4
C	3	C	3
D	1	D	1
		F	0

Legal Disclaimer: The following list of NCAA courses are maintained as a guide for college-bound student-athletes seeking an NCAA initial-eligibility certification. The list of NCAA-approved core courses does not, nor is intended to, signify accreditation, certification, approval or endorsement of any high school or specific courses by the NCAA or NCAA Eligibility Center and is subject to change at any time and without notice. Core-course information included on this website is provided for guidance purposes only and should not be solely relied on as an indication of NCAA initial eligibility. Certification of a college-bound student-athlete is case specific, and the Eligibility Center has the authority to determine in its sole discretion whether the college-bound student-athlete has met all criteria.

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High School Core-Course Information

Select Course Category

○Show All Approved Courses
○English ○Social Science ○Mathematics ○Natural/Physical Science ○World Language, Comparative Religion and Philosophy

○Show All Not Approved Courses
○English ○Social Science ○Mathematics ○Natural/Physical Science ○World Language, Comparative Religion and Philosophy

○Show All Archived Courses
○English ○Social Science ○Mathematics ○Natural/Physical Science ○World Language, Comparative Religion and Philosophy

○Show All Pending Individual Review Courses
○English ○Social Science ○Mathematics ○Natural/Physical Science ○World Language, Comparative Religion and Philosophy

○Show All Additional Information Required Courses
○English ○Social Science ○Mathematics ○Natural/Physical Science ○World Language, Comparative Religion and Philosophy

When a high school indicates a course is offered exclusively to students with **education-impacting disabilities**, a "=" symbol appears next to the course title.

NCAA legislation permits a student to receive credit for a core course only one time. As a result, if a student repeats a core course, the student will only receive credit once for the core course, and the highest grade earned in the course will be included in the calculation of the student's core-course GPA. Likewise, if a student completes a course that is duplicative in content with another

core course, the student will only receive credit for one of the duplicative courses, and the course with the highest grade earned will be included in the calculation of the student's core-course GPA.

Approved Courses

English

Show 25 entries

Search:

Course Weight	Title	Notes	Max Credits	OK Through	Submission Date	Decision Date	EID Course	Course Decision History
	HONORS ENGLISH 3-4				05/17/2018	05/18/2018	No	
	HONORS ENGLISH LITERATURE 1				08/23/2016	08/24/2016	No	
	HONORS ENGLISH LITERATURE 2				08/23/2016	08/24/2016	No	
	ACCELERATED ENGLISH 1-2				07/05/2016	07/05/2016	No	
	ENGLISH LITERATURE 1				08/03/2015	08/03/2015	No	
	ENGLISH LITERATURE 2				08/03/2015	08/03/2015	No	
	JOURNALISM 1				08/03/2015	08/03/2015	No	
	AP ENGLISH LANGUAGE & COMPOSITION 1				12/18/2014	12/18/2014	No	
	AP ENGLISH LANGUAGE & COMPOSITION 2				12/18/2014	12/18/2014	No	
	AP ENGLISH LITERATURE & COMPOSITION 1				12/18/2014	12/18/2014	No	
	AP ENGLISH LITERATURE & COMPOSITION 2				12/18/2014	12/18/2014	No	
	AMERICAN LITERATURE 1				08/05/2014	08/05/2014	No	
	AMERICAN LITERATURE 2				08/05/2014	08/05/2014	No	
	CONTEMPORARY VOICES IN LIT 1				08/05/2014	08/05/2014	No	
	CONTEMPORARY VOICES IN LIT 2				08/05/2014	08/05/2014	No	
	ENGLISH 1				08/05/2014	08/05/2014	No	Show Course History
	ENGLISH 2				08/05/2014	08/05/2014	No	
	ENGLISH 3				08/05/2014	08/05/2014	No	

Course Weight	Title	Notes	Max Credits	OK Through	Submission Date	Decision Date	EID Course	Course Decision History
	ENGLISH 4				08/05/2014	08/05/2014	No	
	HONORS AMERICAN LITERATURE 1				08/05/2014	08/05/2014	No	
	HONORS AMERICAN LITERATURE 2				08/05/2014	08/05/2014	No	
	WORLD LITERATURE 1				08/05/2014	08/05/2014	No	
	WORLD LITERATURE 2				08/05/2014	08/05/2014	No	
	WRITERS WORKSHOP 1				08/05/2014	08/05/2014	No	
	WRITERS WORKSHOP 2				08/05/2014	08/05/2014	No	

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Social Science

Show 25 entries

Search:

Course Weight	Title	Notes	Max Credits	OK Through	Submission Date	Decision Date	EID Course	Course Decision History
	AP GOVERNMENT & POLITICS-UNITED STATES				07/26/2016	07/26/2016	No	
	AP US HISTORY 1-2				07/05/2016	07/05/2016	No	
	AP WORLD HISTORY 1-2				07/05/2016	07/05/2016	No	
	AP HUMAN GEOGRAPHY 1				12/18/2014	12/18/2014	No	
	AP HUMAN GEOGRAPHY 2				12/18/2014	12/18/2014	No	
	AP PSYCHOLOGY 1				12/18/2014	12/18/2014	No	
	AP PSYCHOLOGY 2				12/18/2014	12/18/2014	No	
H	HONORS US HISTORY 1				08/20/2014	08/20/2014	No	
H	HONORS US HISTORY 2				08/20/2014	08/20/2014	No	
	HONORS UNITED STATES HISTORY 1				08/05/2014	12/18/2014	No	
	HONORS UNITED STATES HISTORY 2				08/05/2014	12/18/2014	No	

Course Weight	Title	Notes	Max Credits	OK Through	Submission Date	Decision Date	EID Course	Course Decision History
	ECONOMICS 1				08/05/2014	08/05/2014	No	
	GEOGRAPHY 1				08/05/2014	08/05/2014	No	
	GOVERNMENT 1				08/05/2014	08/05/2014	No	
	PHILOSOHPY 1				08/05/2014	08/05/2014	No	
	PSYCHOLOGY 1				08/05/2014	08/05/2014	No	
	PSYCHOLOGY 2				08/05/2014	08/05/2014	No	
	SOCIOLOGY 1				08/05/2014	08/05/2014	No	
	UNITED STATES HISTORY 1				08/05/2014	08/05/2014	No	
	UNITED STATES HISTORY 2				08/05/2014	08/05/2014	No	
	WORLD HISTORY GEOGRAPHY ECONOMICS 1				08/05/2014	08/05/2014	No	
	WORLD HISTORY GEOGRAPHY ECONOMICS 2				08/05/2014	08/05/2014	No	

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Mathematics

Show 25 entries

Search:

Course Weight	Title	Notes	Max Credits	OK Through	Submission Date	Decision Date	EID Course	Course Decision History
	AP CALCULUS AB 1-2				07/26/2016	07/26/2016	No	
	INTEGRATED MATH 1 A-B				06/04/2015	06/04/2015	No	
	INTEGRATED MATH 2 A-B				06/04/2015	06/04/2015	No	
	INTEGRATED MATH 3 A-B				12/18/2014	12/18/2014	No	
	INTERMEDIATE ALGEBRA 1-2	DUPLICATIVE OF ALGEBRA 2			08/05/2014	02/02/2015	No	
	STATISTICS 1-2				08/05/2014	12/18/2014	No	
	ALGEBRA 1-2				08/05/2014	08/05/2014	No	
	GEOMETRY 1-2				08/05/2014	08/05/2014	No	

Course Weight	Title	Notes	Max Credits	OK Through	Submission Date	Decision Date	EID Course	Course Decision History
	HONORS PRE-CALCULUS 1-2				08/05/2014	08/05/2014	No	
	PRE- CALCULUS 1-2				08/05/2014	08/05/2014	No	

Showing 1 to 10 of 10 entries

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Natural/Physical Science

Show 25 entries

Search:

Course Weight	Title	Notes	Lab	Max Credits	OK Through	Submission Date	Decision Date	EID Course	Course Decision History
	MARINE BIOLOGY 1		X			05/02/2023	05/03/2023	No	
	MARINE BIOLOGY 2		X			05/02/2023	05/03/2023	No	
	EARTH AND SPACE SCIENCE 1		X			09/20/2021	09/21/2021	No	
	EARTH AND SPACE SCIENCE 2		X			09/20/2021	09/21/2021	No	
	AP ENVIRONMENTAL SCIENCE 1					07/26/2016	07/26/2016	No	
	AP ENVIRONMENTAL SCIENCE 2					07/26/2016	07/26/2016	No	
	HONORS BIOLOGY 1-2					07/05/2016	07/05/2016	No	
	HONORS CHEMISTRY 1		X			06/04/2015	06/04/2015	No	
	HONORS CHEMISTRY 2		X			06/04/2015	06/04/2015	No	
	BIOLOGY 1		X			08/05/2014	08/05/2014	No	
	BIOLOGY 2		X			08/05/2014	08/05/2014	No	
	CHEMISTRY 1		X			08/05/2014	08/05/2014	No	
	CHEMISTRY 2		X			08/05/2014	08/05/2014	No	
	PHYSICS 1		X			08/05/2014	08/05/2014	No	
	PHYSICS 2		X			08/05/2014	08/05/2014	No	

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World Language, Comparative Religion and Philosophy

Note: The additional subject area includes only world language, comparative religion and philosophy courses. Courses submitted under additional that are not in these categories cannot be approved. Examples include AP Computer Science, AP Research, Entrepreneurship, Psychology and Speech. These courses may be approved if submitted under a different discipline.

Show 25 entries

Search:

Course Weight	Title	Notes	Max Credits	OK Through	Submission Date	Decision Date	EID Course	Course Decision History
	FRENCH 5				05/14/2019	05/14/2019	No	
	FRENCH 6				05/14/2019	05/14/2019	No	
	FRENCH 3-4				05/16/2018	05/17/2018	No	
	FRENCH 1				07/13/2017	07/13/2017	No	
	FRENCH 2				07/13/2017	07/13/2017	No	
	GERMAN 5				07/13/2017	07/13/2017	No	
	GERMAN 6				07/13/2017	07/13/2017	No	
	GERMAN 3				12/18/2014	12/18/2014	No	Show Course History
	GERMAN 4				12/18/2014	12/18/2014	No	Show Course History
	SPANISH 6				12/18/2014	12/18/2014	No	
	GERMAN 1				08/05/2014	08/05/2014	No	
	GERMAN 2				08/05/2014	08/05/2014	No	
	SPANISH 1				08/05/2014	08/05/2014	No	Show Course History
	SPANISH 2				08/05/2014	08/05/2014	No	Show Course History
	SPANISH 3				08/05/2014	08/05/2014	No	
	SPANISH 4				08/05/2014	08/05/2014	No	
	SPANISH 5				08/05/2014	08/05/2014	No	

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APPENDIX O

COLLEGE BOARD APPROVAL LIST

Audeo Charter School II

10170 Huennekens St
San Diego, CA 92121-2964

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Authorized AP Courses

Courses provided by school

Subject	2025 - 2026	2025 - 2026
Calculus AB	**1**	**1**
English Language and Composition	**1**	**1**
English Literature and Composition	**1**	**1**
Human Geography	**1**	**1**
Psychology	-	-
U.S. Government and Politics	**1**	**1**
United States History	**1**	**1**
World History: Modern	**1**	**1**

Courses provided by online provider

Subject	2025 - 2026	2025 - 2026
Biology Provided by Edgenuity	-	-
Calculus AB Provided by Edgenuity	**1**	**1**
Computer Science Principles Provided by Edgenuity	-	-
English Language and Composition Provided by Edgenuity	**1**	**1**

Subject	2025 - 2026	2025 - 2026
English Literature and Composition Provided by Edgenuity	**1**	**1**
Environmental Science Provided by Edgenuity	**1**	**1**
French Language and Culture Provided by Edgenuity	-	-
Human Geography Provided by Edgenuity	**1**	**1**
Psychology Provided by Edgenuity	**1**	**1**
Spanish Language and Culture Provided by Edgenuity	-	-
Statistics Provided by Edgenuity	-	-
U.S. Government and Politics Provided by Edgenuity	**1**	**1**
United States History Provided by Edgenuity	**1**	**1**
World History: Modern Provided by Edgenuity	**1**	**1**

Top

Programs

SAT® (https://satsuite.collegeboard.org/sat?navId=gf-sat)

PSAT/NMSQT® (https://satsuite.collegeboard.org/psat-nmsqt?navId=gf-pn)

PSAT™ 10 (https://satsuite.collegeboard.org/psat-10?navId=gf-p10)

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APPENDIX P

GATE PLAN

Altus SCHOOLS
TRANSFORMING LIVES SINCE 1994

Gifted and Talented Education

Program Manual

PREPARED BY :

Student Access and Support Services

GATE
Gifted And Talented Education

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SECTION 1: GATE PROGRAM

GATE Program Design

Altus Schools recognize the unique attributes of each student, encompassing their individual interests, strengths, and challenges. The objective is to identify and celebrate the distinct talents and capabilities of every student, understanding that "giftedness" varies across a spectrum. With guidance from the California Association for the Gifted GATE Services Guide, we employ a combination of personalized learning principles, National Standards in Gifted and Talented Education, and evidence-based strategies to optimize the academic, social, and personal achievements of GATE (Gifted and Talented) students.

Aligned with the 2019 PRE-K-GRADE 12 Gifted Programming Standards by the National Association of Gifted Children, our approach encompasses the following standards:

1. Learning and Development
2. Assessment
3. Curriculum Planning and Instruction
4. Learning Environments
5. Programming
6. Professional Learning

At Altus Schools, GATE students benefit from an Individualized Gate Plan (IGP), jointly developed by the student, parent(s), and teachers. The IGP tailors curriculum and instructional approaches to meet the unique requirements of each gifted student, considering their needs, interests, and abilities. Key components of each IGP include:

- Differentiated learning experiences, encompassing acceleration, enrichment, and tailored curriculum responsive to students' needs, interests, and abilities, delivered through various teaching and learning platforms.
- Inspiring learning environments fostering creativity, flexibility, autonomy, and small group instruction.
- Opportunities for independent study, community-based learning, and project-based learning.
- Preparation for postsecondary education.

GATE students receive personalized instruction from GATE Certified teachers through one-on-one sessions and small group settings. They are encouraged to enroll in Honors, Advanced Placement, and Accelerated courses, with curriculum compacted based on standards mastery. Courses prioritize project-based and community-based learning, offering students choice and autonomy in mastering essential concepts and skills.

Altus Kids Homeschool TK-5 Program

The primary aim of homeschooling is to cultivate an environment rich in resources and experiences that foster curiosity, growth, and exploration among children. When applied to the Gifted and Talented Education (GATE) program, these principles significantly enhance the learning journey of gifted students.

Gifted children typically exhibit a strong affinity for homeschooling due to its flexibility and personalized attention, attributes often lacking in traditional educational settings. They often demonstrate accelerated learning abilities and a penchant for delving deeply into subjects beyond the scope of conventional curricula. Homeschooling offers an ideal platform to accommodate these tendencies. Altus Kids, within this framework, have various avenues to pursue academic and intellectual advancement, including:

- Inquiry Based Learning
- Flexible Pacing with Curriculum Compacting

- Thematic and Cross-Disciplinary Projects
- Computer-Based Instruction and Personalized Support

Characteristics of Gifted Students' Learning and Behavioral Characteristics

Each student possesses unique characteristics and traits. While gifted students share certain common traits, no two gifted learners display the exact same combination of attributes. The following list provides a general reference for common traits observed among gifted students:

Cognitive	Creative	Affective	Behavioral
• Keen power of abstraction • Interest in problem-solving and applying concepts • Voracious and early reader • Large vocabulary • Intellectual curiosity • Power of critical thinking, skepticism, self-criticism • Persistent, goal-directed behavior • Independence in work and study	• Creativeness and inventiveness • Keen sense of humor • Ability for fantasy • Openness to stimuli, wide interests • Intuitiveness • Flexibility • Independence in attitude and social behavior • Self-acceptance and unconcern for social norms • Radicalism • Aesthetic and moral commitment to self-selected work	• Unusual emotional depth and intensity • Sensitivity or empathy to the feelings of others • High expectations of self and others, often leading to feelings of frustration • Heightened self-awareness, accompanied by feelings of being different • Easily wounded, need for emotional support • Need for consistency between abstract values and personal actions	• Spontaneity • Boundless enthusiasm • Intensely focused on passions—resists changing activities when engrossed in own interests • Highly energetic—needs little sleep or down time • Constantly questions/Insatiable curiosity • Impulsive, eager and spirited • Perseverance—strong determination in areas of importance • High levels of frustration—particularly when having difficulty meeting standards of performance

• Diversity of interests and abilities		• Advanced levels of moral judgment • Idealism and sense of justice	(either imposed by self or others) • Volatile temper, especially related to perceptions of failure • Non-stop talking/chattering

Source: Clark, B. (2008). ***Growing up gifted (7th ed.)*** Upper Saddle River, NJ: Pearson Prentice Hall.

Students who are Twice Exceptional

A twice-exceptional GATE learner is a student who has exceptional abilities or talents (such as being gifted in a particular area) while also having a learning disability or other special needs. They may excel in some areas while needing support in others. With the right support, they can achieve at high levels and continue developing their strengths. Even if past school experiences focused more on the disability than on the whole child, Altus Schools is committed to creating a personalized, strengths-based plan that addresses individual needs and helps each student reach their full potential. The student's general education team partners with the student's Special Education team to coordinate plans that complement each other in the following ways:

- Strengths-based curriculum and instruction
- Social-Emotional curriculum and counseling services
- Explicit instruction in organizational skills, time management, study skills
- Integration of technology tools

Gifted Underachievers

Gifted students who demonstrate a significant gap between their potential and their actual performance are termed "gifted underachievers." These individuals often exhibit shared motivational and attitudinal traits, with low self-esteem being the most prevalent characteristic. They may doubt their ability to meet the high expectations set by family members, educators, and themselves, leading to feelings of pressure and stress associated with their gifted status. While there is no universal profile for gifted underachievers, categorizing

them into common types such as The Successful, The Creative, The Underground, and The At-Risk, as outlined in Table 1.1, can aid in identifying behaviors, traits, and educational requirements to tailor their learning experiences effectively.

Table 1.1 Types of Gifted Learners

Type	Feelings/Attitudes	Behaviors/ Characteristics	Needs (at school and at home)
Type 1: The Successful	Bright, motivated achievers. However, their motivation may be directed towards teacher acceptance rather than towards the full development of their high abilities	Well behaved, conformist; Achieve in schoolwork; seek approval from teachers and other adults; neat, tidy bookwork; may be perfectionists; seek order and structure; like clear instructions; do not take risks; may 'achieve,' but at levels significantly below their true ability	Self-knowledge; independent learning skills; assertiveness skills; creativity development; to be challenged; to see deficiencies; to take risks; to develop an incremental view of intelligence; risk-taking experiences; affirmation of their ability to cope with challenges; independence; freedom to make choices
Type 2: The Creative	Frustrated because school system does not recognize their high abilities; often overlooked as their impatience can mask their giftedness; may be bored, angry, resentful, and may 'take it out' on teachers and other students, which can further decrease likelihood of being identified as gifted	Can be obstinate, tactless, sarcastic; question and challenge authority; can be rude, arrogant, unpopular with peers; sometimes acts as class clown; does not 'suffer fools gladly'	To connect with others; learn tact, flexibility, self-awareness, and self-control; support for creativity; contractual systems; less pressure to conform; interpersonal skills; strategies to cope with potential psychological vulnerabilities; affirmation of strengths; confidence in their abilities communicated to them; appropriate behavior modeled for them; respect their goals

Type 3: **The Underground**	Chooses acceptance by peer group over excelling academically, then may be afraid to drop the camouflage; can feel conflicted, guilty, and insecure, and/or have a diminished sense of self	Conceal ability for peer acceptance; strong belonging needs; may be insecure, anxious; may feel guilty for denying their gifts	Freedom to make choices; conflicts to be made explicit; support for abilities; role models who cross cultures; self-understanding and acceptance; an audience to listen to what they have to say; college and career planning; lifelong learning modelled; gifted role models; reassurance
Type 4: **The At-Risk**	Physically present, but intellectually/emotionally divorced from what is going on; angry with adults and themselves because the system has not met their needs and they feel rejected; withdraw, refuse to participate; act out or respond defensively	Can be depressed and withdrawn or angry and defensive; interests may lie outside curriculum and not perceived as valued by teachers or classmates; extremely low self-esteem; low performance	Safety; structure; professional counseling; alternative environment; individualized program; confrontation and accountability, but minimal punishments; direction and short-term goals; family counseling; avoid power struggles; confidence conveyed about their ability to overcome obstacles; preserve relationships

Adapted from: https://www.education.act.gov.au/teaching_and_learning/g-and-talented-education

SECTION 2: STUDENT IDENTIFICATION

Identification Process

Altus Schools' procedures for identification are equitable, comprehensive, and ongoing. The Schools have developed an identification process that ensures universal access to all students, including those from diverse socioeconomic and cultural backgrounds, language proficiencies, and/or disabilities, have equal opportunity to be identified and participate in the GATE program. Teachers are certifiably GATE trained in how to identify characteristics and implement specific strategies, which they can do through our key process, the Pathways Personalized Education Plan (PPEP).

Altus Schools use an annual, multi-criterion assessment process to determine identification for the GATE Program. Families of all students in grades 2-5, 7, and 9 are offered the opportunity for evaluation. Parents, guardians, and/or caregivers are provided with information on the assessment window, assessment type, and the GATE identification process. Parent/guardian permission is required to administer assessments to their child.

The Schools assess intellectual ability using the Cognitive Abilities Test (CogAT), which helps identify students who demonstrate extraordinary or emerging intellectual potential.

Because giftedness can also be reflected in thinking, creativity, problem-solving, leadership, and growth, instructional staff complete a GATE Identification Teacher Observation Form. This form captures teacher observations of a student's reasoning, creativity, leadership, and social awareness, along with parent input and teacher recommendations for GATE identification. Together, these measures document behaviors and abilities observed over time that may indicate gifted potential. Final eligibility is determined by the School Coordinator and the GATE Coordinator.

Students are eligible to participate in the GATE program with the following qualifying scores:

- Option 1: CogAT composite score or any subtest score at or above 90th Age Percentile Rank (APR).

- Option 2: Option 2: CogAT composite score or any subtest score between 84th-89th APR + a completed GATE Identification Teacher Observation Form with teacher/parent/guardian recommendation.

Assessments

The Cognitive Abilities Test (CogAT)

The Cognitive Abilities Test (CogAT) is a nationally standardized, norm-referenced test (NRT). The CogAT measures reasoning and problem-solving skills in three different areas: verbal, quantitative, and nonverbal. Reasoning skills develop gradually throughout a person's lifetime and at different rates for different individuals. Reasoning abilities and problem-solving skills are predictors of success in school and are important characteristics of students who are gifted and talented.

The Schools use the CogAT Age Percentile Rank (APR) score as a component to determine eligibility for the GATE program. A percentile rank indicates the percentage of students in the same age or grade group whose scores fall below the score obtained by a particular student. For example, if a fifth-grade student obtains a grade PR of 90 on the Quantitative Battery, it means that the student scored higher than 90 percent of the fifth-grade students in the national sample.

Students who score at or above the 90th percentile in the composite ranking or any test battery are generally very gifted students who are eligible to participate in the GATE program.

Students who score between 84th-89th APR on their composite scores or any test battery may be identified as gifted and designated to participate in the GATE program. Determination for GATE includes additional factors based on the student's characteristics using the GATE Identification Teacher Observation Form. This form gathers teacher input on a student's thinking and reasoning skills, creativity and innovation, leadership and social awareness, as well as parent input and teacher recommendation regarding student identification as Gifted and Talented.

Students who score between 80th -83rd APR on their composite scores or any test battery are not eligible for the GATE program. These students are very bright and can be high achievers in school. These students may need enrichment, advanced curriculum, or differentiated instruction to keep them challenged and motivated.

Details

The CogAT consists of a verbal battery, quantitative battery, and nonverbal battery. Each battery is a separate section of the test containing 3 different types of questions that cover unique cognitive abilities. The test session is expected to take approximately two hours depending on the test level.

Students will take the online version of the test, administered by a school counselor or administrator.

Grade	CogAT Test Level	Number of Questions	Test Time
2nd Grade	**Level 8**	**156**	**122 minutes**
3rd Grade	**Level 9**	**176**	**90 Minutes**
4th Grade	**Level 10**	**176**	**90 Minutes**
5th Grade	**Level 11**	**176**	**90 Minutes**
7th Grade	**Level 13/14**	**176**	**90 Minutes**

9th Grade	Level 15/16	176	90 Minutes

Verbal Battery

The verbal battery measures verbal aptitude, word knowledge and concepts, facility with language, verbal reasoning, and analogies. Students with high verbal scores can usually be expected to do well in reading and language activities. Since most instruction and assignments are language-based, these students typically perform well daily in school. To support their advanced linguistic abilities, they may need to be provided with enrichment activities including advanced vocabulary, real-world writing, and a wide range of supplemental reading. Students with low verbal scores may struggle with reading, writing, and other language-based activities. They may need supplemental instruction in vocabulary as well as in basic literacy skills.

Quantitative Battery

This subtest measures mathematical reasoning and problem solving, numerical sequences and patterns, and manipulation of mathematical concepts. Students with high quantitative scores usually do well with complex mathematical or numerical activities and concepts. Enrichment tasks should go beyond calculations and include mathematical thinking, explorations of advanced concepts, and real-world problem solving (probability, codes, etc.). Students with low quantitative scores may need supplemental instruction in basic math skills to achieve success.

Non-Verbal Battery

This subtest measures reasoning and problem solving with patterns and relationships, pictorial analogies, and categories. This subtest is also helpful for obtaining an accurate assessment of the cognitive abilities of a student who may have limited proficiency in English or who has had limited opportunities to acquire verbal or quantitative knowledge. Students with high non-verbal scores can often be expected to do well with logic, models, creative thinking, constructions or building, technology, or other non-language-based activities. Because the

problem-solving skills on the non-verbal subtest have little direct correlation to most reading, writing, and math instruction, students with high non-verbal scores who have strong aptitudes in this area may not be easily recognized in the classroom. It is important to help these students continue to develop their verbal and quantitative skills, but also to find ways for them to apply their excellent non-verbal skills. Strategies include using a variety of graphic organizers and other pictorial ways for students to demonstrate learning (including thinking maps, diagrams, drawings, models, multimedia projects, etc.); providing opportunities for creative problem solving, finding logical patterns and relationships, and the use of high-level questions and critical thinking activities. Students with low non-verbal scores may just not have strengths in this area, may have had no previous exposure to pictorial problem solving and analogies, may be "out-thinking" themselves ("well, it could be this, but if you look at it that way, it could be this, or even this…"), have vision issues, or may just not understand the tasks.

Accommodations and Modifications

Students with Special Needs and English Language Learners (ELLs) have access to testing accommodations and modifications that vary by test level to support equitable access to the assessment and demonstration of skills.

A testing accommodation refers to a change in the procedures for administering an assessment. The accommodation is intended to reduce as much as possible the effect of student characteristics that interfere with performance during testing and, subsequently, with valid inferences about the student's abilities. Testing accommodations should not change the kinds of abilities being measured; they should change how those abilities are measured. Testing accommodations decisions will be informed by a student's 504 plan, Individualized Education Program (IEP), and teacher input. Accommodations available in the CogAT include repeated directions, separate location, assistance with the online test, large print edition, read aloud, extended time, and others that may be indicated in a student's IEP. For ELLs, accommodations include directions administered in a language other than English, repeated directions, read aloud, extended time on the Verbal battery, and provision of English/Native language word-to-word dictionary.

A testing **modification** is a change in the procedures for administering a test that may affect the constructs being measured. A modification is sometimes necessary when accommodation is not possible. A testing modification may lead to scores that differ in meaning between students who received the modification and those who did not receive it. The only modification permitted at Levels 5/6–8 of CogAT allows ELL students to omit the Sentence Completion test. Students who are given this modification receive an alternative Verbal Battery score.

Note: The CogAT quantitative subtests measure how well a student can hold numerical information in working memory while simultaneously mentally transforming that information in some way, for example, by performing elementary calculations on it. Therefore, students cannot use calculators even when a student's IEP permits calculator usage. Offloading calculations to a calculator removes the transformation processes and invalidates the normative scores (CogAT 7/8 Planning and Implementation Guide, 2014).

Composite Score

The composite score is the total or overall score. Students with high composite scores often seem to be the traditional "gifted" students, with excellent skills in most areas. Students with high scores in one or two batteries may also be gifted and may need differentiated instruction in their areas of strength. Low composite scores may indicate that the student will need more structure, time, and practice to learn effectively.

Results

Each school will obtain results after all designated grade levels have completed testing. Results will be made available to parents/guardians from the student's teacher and a copy of the results will be kept in the student files. The results will be the basis of the overall qualification criteria for Gifted and Talented Education (GATE).

Please contact Ana Maria Rojas, Student Access and Support Services Administrator, at arojas@altusschools.net, for any questions about this assessment or the GATE identification process.

SECTION 3: CURRICULUM AND INSTRUCTION

As stated in the National Programming Standard #3: Curriculum Planning and Instruction, "Educators apply evidence-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating curriculum that is responsive to diversity. Educators use a repertoire of instructional strategies to ensure specific student outcomes and measurable growth." Altus Schools develop strengths-based customized curriculum, differentiation of instruction, and personalized strategies that build upon Common Core State Standards (CCSS) and various curriculum frameworks. Teachers implement research-based strategies to effectively engage GATE students in the educational program and are coached and advised by Instructional Leads and GATE Certified staff to create meaningful and relevant educational experiences for GATE students.

Altus Schools provide multiple grouping options of instruction for GATE students that include personalized flex-based instructional settings. These services are integrated within the standards-based curriculum that is differentiated according to the students' identified strengths, interests, and readiness.

Advanced Course Offerings

GATE students are encouraged to enroll in Altus Schools' advanced courses. Altus Schools offer Accelerated courses, Honors courses, and Advanced Placement (AP) courses:

Accelerated	Honors	Advanced Placement
English 1, 2, 3, 4	Honors US History 1, 2 Honors American Literature 1, 2 Honors English 3, 4 Honors British Literature 1, 2 English Literature 1, 2 Honors World Literature 1, 2	AP Human Geography 1, 2 AP U.S. History 1, 2 AP World History 1, 2 AP Gov't & Politics: U.S.1 AP English Language & Composition 1, 2 AP English Literature & Composition 1, 2 AP Calculus AB 1, 2

	Honors Pre-Calculus 1, 2 Honors Biology 1, 2 Honors Chemistry 1, 2	AP Environmental Science 1, 2 AP Psychology 1, 2

Differentiation

Teachers differentiate for gifted and talented students through a variety of methods - they may change the instructional strategies, alter the format of an assignment, increase the intellectual demand of an assignment, or provide additional complexity. All assignments offer the student the opportunity to utilize higher-level thinking skills like analysis, evaluation, and creation.

Acceleration

GATE students are presented the opportunity for academic acceleration, enabling those who have demonstrated mastery in a subject to progress to the subsequent course. This approach ensures engagement in developmentally suitable coursework, facilitates progress congruent with their preferred learning pace, and fosters intellectual stimulation.

Enrichment Activities

GATE students participate in supplementary educational endeavors designed to delve deeply into subjects of interest from various perspectives. These activities encompass community-based learning experiences, laboratory work, extensive research, guest lectures, and project-based learning ventures.

Customized Curriculum Development

The Schools tailor curriculum using a strengths-based approach to address the unique needs, interests, and learning styles of each gifted student. Through collaboration among the instructional team and the student, utilizing tools such as CogAT results, Personality Profiles, Learning Style Inventories, and Strengths Assessments, lessons and assignments are designed to enhance student engagement, creativity, and mastery of state standards.

Curriculum Compacting

Curriculum compacting, a research-grounded instructional strategy, allows teachers to differentiate instruction by adapting the curriculum for students who have already mastered the material. This involves substituting known content with extension activities, engaging students in deeper and more complex thinking, eliminating redundancy, and preventing boredom. Teachers adjust courses to match the pace and depth of learning appropriate for gifted students' abilities and motivation.

Community-Based Learning

Community-Based Learning, a research-backed strategy, integrates academic learning with real-world applications. Gifted students actively connect classroom learning with experiences in the community, fostering the development of analytical, reflective, and problem-solving skills beneficial beyond the school environment.

Project-Based Learning

Project-Based Learning (PBL) is an instructional approach that centers on students working collaboratively to explore real-world challenges, issues, or questions. Gifted students are presented with opportunities to apply their knowledge and extend their learning through

authentic, meaningful projects. Project-based learning endeavors promote creativity, critical thinking, and effective communication skills.

Early College Credit

Articulated Courses: At Altus Schools, GATE students are eligible to participate in articulated courses, which are Altus high school courses that qualify for college credit. Students who complete an articulated course with a grade of B or higher can earn both high school and college credit. These college credits are CSU transferable, with five articulated course options that are also accepted by the UC system.

Articulated Courses
Hospitality Management 1, 2 Child Development 1, 2 Entrepreneurship 1, 2 Teacher Education 1, 2 Veterinary Science 1, 2 Retail, Sales Marketing 1, 2 Design Careers 1, 2 Photography 1, 2 Information and Communication Tech 1, 2 Health Sci Concepts 1, 2 Environmental Sustainability 1, 2

Dual Enrollment: GATE students may also participate in the Altus College Dual Enrollment Program. This program provides high school students with the opportunity to take college courses tuition-free while completing their high school coursework. College courses can be taken on a college campus or online.

Homeschool TK-5

Inquiry-Based Learning

Inquiry-based learning invites students to follow their natural curiosity and explore topics that genuinely interest them. This approach encourages questions, research, experimentation, and creative expression. In a homeschool environment, it might look like a learner diving into marine biology, forming their own questions, investigating local aquatic life, and sharing their discoveries through a self-designed project.

Flexible Pacing with Curriculum Compacting

Learners are able to progress at a pace that suits their individual strengths. Through pre-assessment and observation, families can streamline instruction by adjusting the time spent on content their student has already mastered. This opens time for more meaningful challenges, exploration of new ideas, or extended projects, ensuring that learning remains engaging and appropriately paced.

Thematic and Cross-Disciplinary Projects

Connecting ideas across subject areas helps learners build a deeper understanding of the world around them. Thematic, cross-disciplinary projects blend content from science, math, language arts, social studies, and the arts. Units might incorporate original work, experimentation, independent learning, cooperative learning, critical thinking, problem solving, analysis, synthesis, and evaluation. Students will generate new ideas by synthesizing current knowledge and transferring it to new applications.

Computer-Based Instruction and Personalized Support

Technology offers flexible and responsive ways to support learning. Computer-based instruction can be a valuable tool for both extending learning and addressing specific skill areas that need reinforcement. Programs and platforms can provide adaptive practice, interactive simulations, or access to content well beyond grade level—all tailored to a student's individual needs. This approach is especially helpful for learners who may have uneven skill development, allowing them to strengthen certain areas while continuing to

grow in others. With thoughtful selection, technology becomes a powerful way to personalize instruction and promote confidence, curiosity, and independence.

SECTION 4: SOCIAL AND EMOTIONAL DEVELOPMENT

Altus Schools facilitate the social and emotional growth of academically gifted and talented (GATE) students to foster responsibility, self-awareness, self-esteem, and agency. This support is provided through the RISE (Resilience in Students and Education) program, offering monthly interactive sessions focused on essential social skills, coping mechanisms, and resilience-building strategies throughout the academic year. Teachers undergo GATE training and Culturally and Linguistically Responsive Teaching professional development to recognize various social and emotional issues and tailor their instructional approaches according to students' Naviance survey data and individual learning requirements. Altus teachers, staff, and administration follow a Multiple Tiered System of Support and are trained to make referrals to in-house youth mental health therapists or external agencies when appropriate. Altus teachers have a distinctive opportunity to help them address their emotional needs through classroom assignments and activities designed to promote self-awareness and social-emotional well-being. Altus Schools believe it is crucial to encourage acceptance and appreciation of their internal experiences as strengths.

SECTION 5: PROFESSIONAL LEARNING

Purpose

Altus University provides a comprehensive professional learning experience that prepares teachers to better meet the needs of GATE students. GATE certification supports teachers in designing rigorous, personalized, and relevant learning plans that build on each student's strengths, interests, and giftedness.

GATE Certification Training

Altus University offers GATE Certification training annually. The training program uses Canvas as the primary platform for instruction and engagement and includes one synchronous session focused on peer collaboration and effective differentiated instruction. The training is designed for a small cohort of educators and includes four courses based on GATE programming standards. Participants apply these standards to Altus curriculum and instruction while integrating Naviance results and collaborating with other APAC departments.

GATE Certification Training Courses	
Course 1	Foundations of Gifted Education
Course 2	Differentiation and Instructional Strategies
Course 3	Social Emotional Needs and Family Partnerships
Course 4	Individualized GATE plan and Altus Implementation

	Required Assignments
1	Research article review
2	Authentic strategy implementation and reflection
3	Individualized GATE Plan

SECTION 6: PARENT, FAMILY MEMBER AND COMMUNITY ENGAGEMENT

Parents, guardians, family members, and members of the community are actively involved in the development, execution, and assessment of the Schools' Gifted and Talented Education (GATE) program. The school collaborates with parents and guardians in crafting the Individualized GATE Plan (IGP) for each student, wherein parents play a significant role in formulating the plan that shapes curriculum and instructional choices for the students. Additionally, the school fosters engagement with parents, family, and community members through various means including the establishment of community partnerships, provision of parent training sessions, and conducting surveys.

APPENDIX A: GATE Classification Profile and CogAT FAQs

Frequent Questions & Answers

Q: Who will be offered the CogAT Assessment?

A: Altus Schools will offer the assessment to students in grades 2-5, 7, and 9.

Q: How is the assessment administered?

A: The CogAT is administered during the spring semester at select locations. Various testing session dates and times are offered. Students take the online version of the assessment with audio-led instructions. Since each subtest is timed, students in the same grade level complete each subtest in cohort before advancing to the next section. Remote online testing at the student's resource center is an accommodation for students unable to attend in-person testing at the main offices.

Q: How will the results be used?

A: Student score results will be used as the basis for the GATE identification process. Additionally, students may be rated on behavioral characteristics of superior students using the GATE Identification Teacher Observation Form for learning, motivation, creativity, and leadership. The whole student profile will be used to determine eligibility for GATE. Instructional staff will also use a student's ability profile resulting from the CogAT to personalize curriculum and instruction.

Q: If a student transferred to an Altus School from another district in which they were identified for GATE, do they need to test again?

A: No. Students who have previously been identified as GATE do not need to test again. They may participate in GATE services with verification of eligibility.

Q: What does the GATE program look like at an Altus School?

A: Personalized education is at the core of the Altus model, in which each student receives a Personalized Pathways Educational Plan (PPEP) designed with the student's strengths, interests and areas of need in mind. This plan is developed with student and family input, and it is informed by the student's academic profile. When students are identified as GATE, the student's teacher will create a GATE plan for that student, in which instructional strategies and curriculum offerings are planned and customized to build on the student's giftedness.

APPENDIX B: INDIVIDUALIZED GATE PLAN

Student Name:	Local ID#

INDIVIDUALIZED GATE PLAN (IGP)

- ❑ **Set up your files:** Create a shareable OneDrive folder for your GATE plans. Save a copy of this IGP template and rename it for each GATE student.
- ❑ **Collaborate on the plan:** Work with the student and family to review and develop the GATE plan.
- ❑ **Complete the highlighted sections:** Replace all instructions in gold below with your responses, using observations, student and parent/guardian input, and Naviance survey results to guide your work.
- ❑ **Get support as needed:** Reference the GATE Program Manual in the GATE folder or contact Vanessa Vallon for guidance

Student Information	
Directions	*Complete the sections below by replacing the directions with student-specific information.*
Characteristics of student	Describe your student's unique characteristics, patterns, and traits. Include at least one specific example for each relevant area: cognitive, creative, affective, and behavioral.
Type of Learner	Describe the type of learner this student is (for example: Successful, Creative, Underground, or At-Risk). Include their typical feelings or attitudes, behaviors, and support needs at school and at home.
Strengths/Challenges	Identify the student's strengths and challenges. Include academic subjects, learning preferences, and at least one example of a like, dislike, or support need.

Student Name:	Local ID#

Recommendations	
Directions	*Complete the sections below by replacing the directions with student-specific recommendations and support.*
Naviance connection	According to the student's Naviance results and discussion, what learning activities would be best for this student? (i.e., Learning and Productivity survey)
Course(s) or subject area that will be offered	Link to Course Offerings Link to Articulated Course Offerings and Dual Enrollment resources: Early College Credit Link to AVID Elective 26-27 Sway
Differentiated Instruction	How will you differentiate their coursework? This could be via content (what they are learning), process (how they learn it), and/or product (how they show you what they learned). The more specific, the better.
Strategies	Identify specific GATE strategies you will use to extend instruction. (e.g., more challenging tasks, extensions that require in-depth content exploration, expanded investigation into related topics of the learner's choice, open-ended tasks, or projects.)
Twice Exceptional Special Education Students (if applicable)	Identify specific strategies you will use (e.g., modified requirements, differentiated instruction and assessment, extended work time, guiding templates, support structures, and school personnel with whom you may need to consult.)
English Learners (if applicable)	Identify specific integrated EL (English Learners) strategies you will use. Consider resources in students' native language, visuals, allowing alternate ways to demonstrate their learning, support personnel with whom you may need to consult, gaining the help of peers, Achieve 3000, SummitK12. Link to English Learners
Social Emotional Learning	What learning opportunities will you provide for your student to help them learn essential social skills, coping strategies, and resiliency? (e.g., RISE (Resilience in Students and Education), AVID, SEL & MH Lessons)

Student Name:	Local ID#

☐ **Confirmation**

I confirm that this IGP was developed in collaboration with the student and parent/guardian. I have also documented this meeting in Contact Manager.

Teacher Signature: _____ **Date:** _____

APPENDIX C: REFERENCES

California Department of Education. (2023, March). ***Gifted & Talented Education***. Gifted & Talented Education - Specialized Programs. https://www.cde.ca.gov/sp/gt/

Corwith, S., Johnsen, S., Lee, C.-W., Cotabish, A., Dailey, D., & Guilbault, K. (2019). 2019 Pre-K-12 Gifted Programming Standards. National Association for Gifted Children.

File accessible at https://nagc.org/page/National-Standards-in-Gifted-and-Talented-Education

Lohman, D. F. (2014). Cognitive Abilities Test Forms 7 and 8 Planning and Implementation Guide Version 5. Riverside Assessments, LLC.

Winebrenner, Susan. (2014). Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented (Revised and Updated Edition). Minneapolis, MN: Free Spirit Publishing.

APPENDIX D: GATE ORGANIZATIONS

The American Association for Gifted Children at the Social Science Research Institute, Duke University

With a mission to "foster a better understanding of the educational needs and capabilities of all gifted and talented children and youth," the AAGC shares information, research, and curriculum development pertaining to gifted education. https://sites.duke.edu/aagc/

The Association for the Gifted (TAG)

A division of the Council for Exceptional Children. Promotes scholarly research, advocacy, and professional development.

https://cectag.com/

California Association for the Gifted (CAG)

A non-profit organization of teachers, administrators, parents, and professionals interested in promoting gifted education in California.

https://cagifted.org/

Davidson Institute for Talent Development

A non-profit organization that supports profoundly gifted young people and opportunities for development of talents.

https://www.davidsongifted.org/

National Association for Gifted Children

The nation's leading organization focused on the needs of gifted and talented children. Dedicated to uplifting and empowering those who support children with advanced abilities, NAGC provides professional learning, research, and advocacy to ensure all children have equitable opportunities and support to develop their gifts and talents.

https://nagc.org/

Supporting Emotional Needs of the Gifted (SENG)

Nonprofit organization that empowers families and communities to guide gifted and talented individuals to reach their goals intellectually, physically, emotionally, socially, and spiritually.

https://www.sengifted.org/

World Council for Gifted and Talented Children

A worldwide network of educators, scholars, researchers, parents, educational institutions, and others interested in research and information on the gifted.

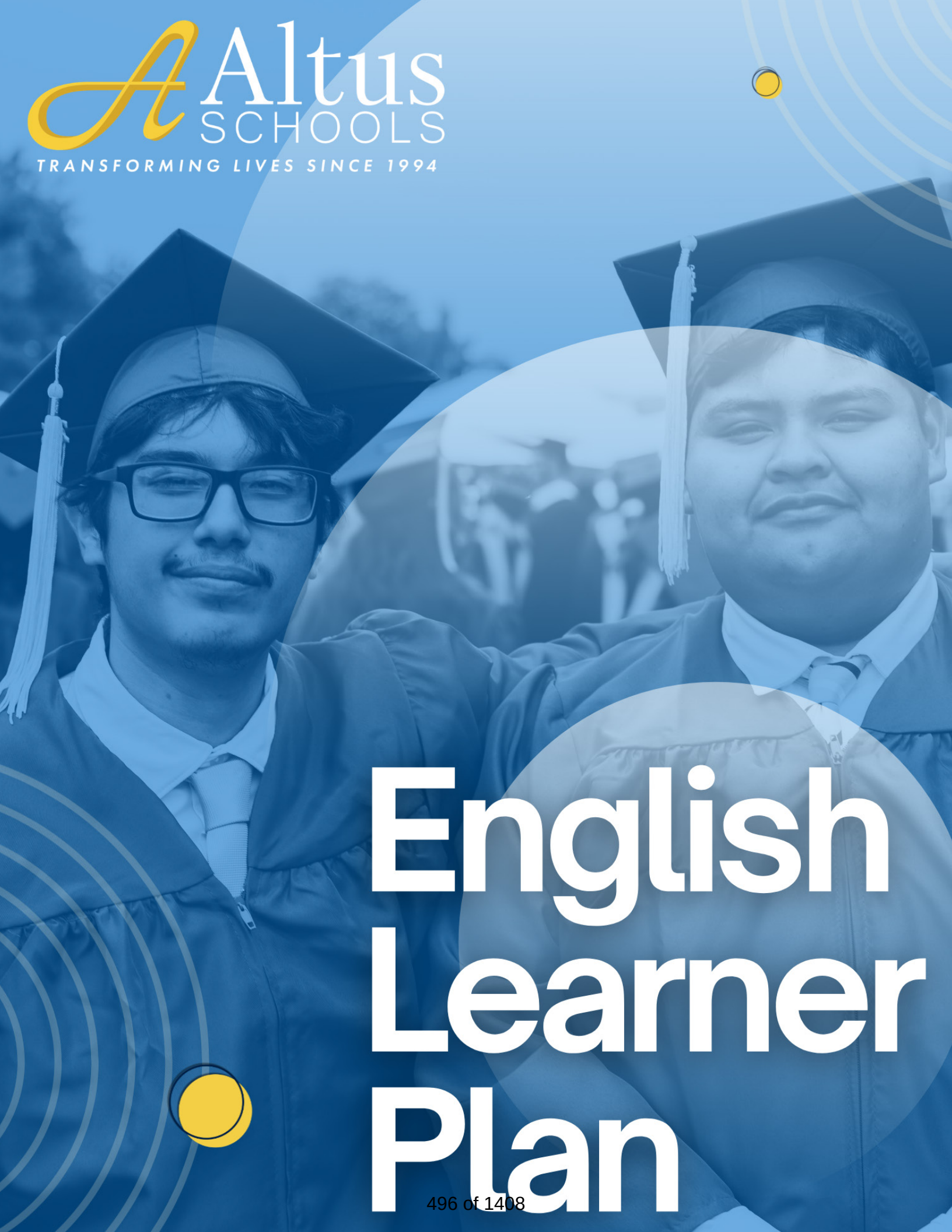
https://world-gifted.org/

APPENDIX Q

ENGLISH LEARNER PLAN

Altus SCHOOLS

TRANSFORMING LIVES SINCE 1994



English Learner Plan

English Learner Plan

Purpose and Overview

Altus Schools meet the applicable legal requirements for English Learners (EL). We follow the California Department of Education requirements in all guidelines for: the annual notification to parents and guardians, student identification, student placement and progress monitoring, program options, English Language Development (ELD) and core content instruction, teacher qualifications and professional learning, and family engagement. The ultimate goal of this plan is the re-classification of English Learners to fluent English proficient status.

We also monitor and evaluate program effectiveness on a semiannual basis and follow all guidelines with the implementation of standardized testing requirements. The Altus Schools' English Learner Plan is built upon the school's unique ELA/ELD Framework in correspondence with the California English Learner Roadmap.

The Altus Schools English Learner Plan is organized into the following sections:

Section 1: Student Identification, Assessment and Reclassification

Section 2: Equitable Access to Rigorous Course of Study and High-Quality Instruction

Section 3: Teaching and Learning — Essential Elements of Effective Programs

Section 4: Professional Learning and Support

Section 5: Parent, Family and Community Engagement

Section 6: Multi-Tiered System of Supports (MTSS)

Section 7: References and Appendices

Introduction

The California English Learner Roadmap was adopted by the State Board of Education in July, 2017:

> *"The new English Learner policy explicitly focuses on English learners in the context of the state's efforts to improve the educational system, the quality of teaching and learning, and educational outcomes. It centers on standards, curriculum frameworks, assessment, accountability/school improvement, educator quality, early childhood/preschool, social and family support services, and parent/community involvement. Its purpose is to promote local capacity-building and continuous improvement in each of these areas and their interrelationship, based on evidence of effectiveness from local experience as well as the most current rigorous research evidence that speaks to the strengths and needs of the diverse population of English learners."- CA Roadmap Policy 2017*

This English Learner policy was outlined in a guidance document and made available to LEAs in March 2018. The California Roadmap outlines four interrelated principles that guide all levels of school systems towards a coherent set of practices, services, and approaches to teaching and learning.

Principle #1: Assets-Oriented and Needs-Responsive Schools

Principle #2: Intellectual Quality of Instruction and Meaningful Access

Principle #3: System Conditions to Support Effectiveness

Principle #4: Alignment and Articulation Within and Across Systems

Altus Schools have aligned these principles to each of the schools' systems:

CA EL Roadmap Principles	Altus Schools Program Highlights
Assets-Oriented and Needs-Responsive Schools	• Pathways Personalized Education Plan (PPEP) establishes an on-going process of customizing instruction, curriculum, services and supports for each EL • Data Integration Systems ensure that student data informs curriculum and instructional decisions for each individual student • Comprehensive MTSS framework that integrates academic, behavioral, and social-emotional supports within a culturally and linguistically responsive system.
Intellectual Quality of Instruction and Meaningful Access	• Comprehensive ELD program includes Integrated ELD and Designated ELD • Curriculum is rigorous, intellectually rich, standards-based, and accessible (CA UC A-G approved) • Instruction is engaging, relevant, and scaffolded based on individual student needs, strengths, abilities, and interests
System Conditions to Support Effectiveness	• Strategic planning and cycles of continuous improvement are based on multiple measures and key performance data, with a focus on student groups • Altus University focuses on English Learners: English Learner Achievement Department's goals to ensure excellence over compliance with implementation of EL Plan and professional learning
Alignment and Articulation within and across Systems	• Pathways Advisory Council ensures alignment, coherence, and articulation across curriculum development • Learning Leads ensure consistency and continuity in the implementation of research-based instructional practices, effective engagement strategies, and formative & summative assessment procedures

Section 1: Student Identification, Assessment, and Reclassification

English Learner Identification

Altus Schools' enrollment process includes a determination of whether or not the student has previously attended a California public school where a Home Language Survey (HLS) was administered. If a student's enrollment at the Charter School is the student's first enrollment in a California public school, then the Charter School will administer the HLS pursuant to EC Section 52164.1. If a language other than English is indicated on the HLS, then the Charter School initiates its process for determining the student's English language proficiency.

The completed HLS responses determine whether the student is given an Initial Language Assessment adopted by the state of California: the English Language Proficiency Assessments for California (ELPAC). If a student does not demonstrate proficiency on the ELPAC, the student will qualify as an English Learner (EL).

English Learner Assessment

Beginning in 2017–18, the ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English.

- Initial ELPAC—an initial identification of students as English Learners, assesses their English language proficiency level so that they receive appropriate instruction in English. A student will only take the Initial ELPAC one time.
- Summative ELPAC—an annual assessment to measure an English Learner's progress in learning English and to identify the student's ELP level in Listening, Speaking, Reading, and Writing, one of the criteria used for informing ELD plan and reclassifying EL students.
- Alternate ELPAC— the state's ELP assessment for students identified with the most significant cognitive disabilities whose individualized education program (IEP) indicates the use of an alternative assessment.

After assessment, a student score report (SSR) will be generated that indicates the student's language proficiency level. The score report is divided into two areas: oral language and written language. These areas are combined to provide an overall score which is used to determine the student's overall proficiency level. The following tables show the correlating proficiency levels for both the Initial and Summative ELPAC:

Initial ELPAC Levels	Novice English Learner Level	Intermediate English Learner Level	Initial Fluent English Proficient Level
Score Descriptor	Students at this level are **beginning to develop** oral and written English skills	Students at this level have **somewhat to moderately developed** oral and written English skills	Students at this level **have well developed** oral and written English skills.
ELD Standards Proficiency Levels	**Emerging**—Requires substantial linguistic support	**Expanding**—Requires moderate linguistic support	**Bridging**—Requires light linguistic support

Summative ELPAC Levels	Level 1	Level 2	Level 3	Level 4
ELD Standards Proficiency Levels	**Emerging**—Requires substantial linguistic support	**Expanding**—Requires moderate linguistic support	**Bridging**—Requires light linguistic support	

For students who enroll with previous ELPAC scores and who have not been reclassified as fluent English proficient, the ELPAC will be administered annually based on the ELPAC testing cycle until students are reclassified as fluent English proficient. Students with disabilities who are also identified as ELs will be assessed based on modifications according to their Individualized Education Plans (IEP) or 504 plans or by the Alternate ELPAC as determined by the IEP or 504 team.

The school will notify all parent/guardians annually, in writing, and in the student's home language when possible, of the ELPAC assessment administration, the reasons their child is identified as an EL, and of ELPAC results.

Additionally, Altus Schools assess all students upon enrollment and at the beginning and end of each school year using a standards-based assessment, Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) in reading, language usage, and math. MAP assessments provide detailed, actionable data with students' present skill levels in relation to state standards to inform the creation of the Pathways Personalized Education Plan (PPEP) upon enrollment. MAP pre and post assessments provide student growth data

for the school year to inform the adjustment of the PPEP as necessary for student achievement. MAP data provides specific information about student reading skills in the areas of word recognition, word structure, vocabulary, reading literature, and reading informational text skills for comprehension and fluency.

English Learner Reclassification

Reclassification is the process in which an English Learner is reclassified as a Fluent English Proficient (RFEP) student after meeting various linguistic and academic criteria. This process occurs formally three times per year after applicable assessment windows conclude and data is available. Altus Schools have developed student reclassification procedures based on criteria set forth by California Department of Education (CDE) guidelines including those stipulated for students with disabilities identified to take the Alternate ELPAC. In general, students initially identified as English Learners (ELs) are reclassified as Fluent English Proficient when they meet the following criteria:

CDE Guideline 1*:* Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English language development.

- **Altus Criteria 1:** English Language Proficiency Assessments for California (ELPAC) Results demonstrate English proficiency in all areas with an **ELPAC Overall Performance Level (PL): 4; Alternate ELPAC Overall PL 3.**

CDE Guideline 2: Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery.

- **Altus Criteria 2: Observation Protocol for Teachers of English Learners (OPTEL)**
  Approved by the California State Board of Education in November 2023, the OPTEL (Appendix A) is completed by teachers to evaluate student use of English while engaging in academic content learning, including interactive academic language use with peers and assess language practices across a range of proficiency levels. Students with recommended thresholds of Level 3 or above on expressive and receptive OPTEL ratings are eligible for reclassification. For students who take the Alternate ELPAC, instructional staff will use the student's classroom and academic performance based on the student's IEP goals for academic performance and ELD.

CDE Guideline 3: Parent/Guardian opinion and consultation

- **Altus Criteria 3: Parent/Guardian Consultation**
  Parent/Guardian is consulted and provided a formal opportunity to give input into their student's progress towards English language proficiency, inclusive of IEP team members.

CDE Guideline 4: Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

- **Altus Criteria 4: Standards-based Assessment Results**
  NWEA MAP Assessment Results: Reading scores reflect the student's grade level range OR Smarter Balanced Assessment Results in ELA: Level 3 or 4.

Students who take the Alternate ELPAC: Teacher Form of the Vineland Adaptive Behavior Scale Score of Adequate, Moderately Low or higher in the Communication Domain.

RFEP Student Monitoring

Altus Schools monitor the academic progress of Reclassified Fluent English Proficient (RFEP) students for **four years** from the reclassification date, as required by state and federal guidelines. Each year, through the Pathways Personalized Education Planning (PPEP) process, the instructional team meets to review the performance and progress of RFEP students. Through the use of *Ellevation*, an EL program monitoring system, the instructional team is able to leverage the integration of student data and efficient processes to determine an informed and strategic instructional approach for each student. Teachers complete an RFEP Student Monitoring Form (Appendix B) to report on academic performance and ELD skills and make a recommendation for next steps. For students not meeting academic targets, staff analyze student assessment data and create an instructional intervention plan. Assessment data that is monitored includes:

- ELPAC scores
- Smarter Balanced ELA results
- NWEA MAP Reading scores and Language Usage scores
- Curriculum embedded assessments
- Participation rates
- Credit completion
- Teacher and parent/guardian observation

The instructional team, through the PPEP, collaborates to determine the effectiveness of the program for each student. When students have not made adequate progress, the Multi-Tiered System of Supports (MTSS) is utilized to determine and apply interventions. These interventions may include ELD instruction, instructional aids and supports, and/or family and community support services to support the academic, behavior, and socio-emotional needs of students.

Intervention measures may include:

- Conference with student and parent/guardian
- Specialized reading and/or writing tutoring sessions
- Placement in ELD, Literacy, or AVID courses

Section 2: Equitable Access to Rigorous Course of Study and High-Quality Instruction

Comprehensive English Language Development (ELD) Program

Altus Schools' goal for a comprehensive English Language Development (ELD) program is to support the English language acquisition of English Learners. Through a **Structured English Immersion (SEI) Program** designed for independent study and personalized flex-based instructional settings, English Learners at Altus Schools receive nearly all instruction in English, with curriculum and instruction designed to provide access to the standards-based curriculum. Students participate in a comprehensive ELD program with **Designated ELD** to support language proficiency, and **Integrated ELD** to provide access to grade level subject matter content. Program participation and effectiveness are monitored using assessment data. Programs are customized as needed based on information from assessments and instructional team input.

> *"English learners at all English proficiency levels and at all ages require both integrated ELD and specialized attention to their particular language learning needs, or designated ELD. Such a multilayered application of the CA ELD Standards requires deep collaboration among educators, support for teachers, and, most importantly, a sustained focus on the strengths and needs of individual ELs and a persistent belief that all ELs can achieve the highest levels of academic and linguistic excellence." - CA ELA/ELD Framework (2015), Ch. 2. P. 119*

In accordance with the California Department of Education guidance on English Learners participating in an independent study program, Title 5 California Code of Regulations Section 11309, and California Education Code sections 51747[e]; 51749.5[a][4][C]), the Altus Schools ELD program provides opportunities for live interaction with certificated staff, as well as synchronous and asynchronous instruction according to grade level guidelines:

- Grades K-3: opportunities for daily synchronous instruction
- Grades 4-8: daily live interaction and weekly synchronous instruction
- Grades 9-12: weekly synchronous instruction

ELs have full access to the Schools' educational program through **Integrated English Language Development (ELD)**. Teachers use the California English Language Development (CA ELD) Standards in tandem with California Common Core State Standards (CCSS) for ELA/Literacy and other content standards.

Effective instructional experiences for ELs throughout the day and across the disciplines:

- Are interactive and engaging, meaningful and relevant, and intellectually rich and challenging
- Are appropriately scaffolded in order to provide strategic support that moves learners toward independence
- Build both content knowledge and academic English
- Value and build on primary language and culture and other forms of prior knowledge

(California ELD Standards, 2014)

<u>Key Components of Integrated ELD at Altus Schools:</u>

- Content courses aligned to CA ELD standards
- English Learner supplemental guides to curriculum and instructional materials for each proficiency level
- Embedded instructional strategies and supports: Specifically Designed Academic Instruction in English (SDAIE), scaffolds, instructional resources, graphic organizers, videos, audio texts, native language supports

- Strategic use of technology tools, including AI powered tools, to make grade-level content comprehensible, and support student engagement and interaction.

Teachers are specifically trained on ELD standards and research-based instructional strategies including Specially Designed Academic Instruction in English (SDAIE), the Sheltered Instruction Observation Protocol (SIOP) Model to make content comprehensible for English Learners and Writing Redesigned for Innovative Teaching and Equity (WRITE). The SIOP Model is a research-based framework for planning and delivering instruction that has been empirically validated as a model of sheltered instruction to make grade level content accessible to English Learners while also helping them to develop academic English proficiency (Echevarría et al., 2017). The WRITE Institute is a national Academic Excellence model for professional development that supports schools with systemic, K-12 literacy implementation in English. WRITE provides research-based professional learning and curriculum, including a focus on the specific needs of English learners and multilingual learners. Integrating these frameworks, our school leverages the following high-leverage research-based practices:

1. Increase access to content with Comprehensible Input (Krashen, 1985).
2. Build on students' backgrounds.
3. Utilize scaffolding techniques appropriate for proficiency level (Gibbons, 2009).
4. Teach and model genre writing as a process.
5. Teach grammar and vocabulary explicitly and in context.
6. Publish student writing.
7. Use assessment data to inform instruction.

To support hybrid learning, the Schools offer EL students blended (online/textbook) learning opportunities. Online courses (Edgenuity, Canvas) offer many supports for EL students including:

- Read aloud of text available in multiple languages
- Audio translation of text
- Explicit instruction of academic vocabulary
- Close reading of text
- Closed captioning of instruction
- On-screen text and transcriptions available for translation into multiple languages
- Dictionary
- Curated resource libraries for language support

Designated ELD enables students to engage in culturally responsive, grade level courses that provide focused instruction utilizing the CA ELD standards. Course content is intended to build into and from content instruction in order to develop critical language skills needed for content learning in English. These language development courses:

- Are part of the core curriculum for an English Learner, taught during the instructional day.
- Utilize curriculum designed to build students' foundational and academic vocabulary and practice speaking and listening in a supported online environment designed to accelerate English language acquisition and prepare students for the ELPAC.
- Engage students in daily asynchronous and blended weekly synchronous learning, with interactive activities to support development in all language domains.
- Provide opportunities for daily live interaction with teachers and instructional support staff.
- May utilize literacy circles with grade level, CA ELD standards-aligned curriculum resources to deliver ELD instruction.

- Are enhanced with individualized tutoring sessions, in person or virtually, with an instructional focus on developing the four language domains: Reading, Writing, Speaking, and Listening through peer interaction and collaboration
- Utilize systematic, focused, and highly engaging teaching materials that prepare students for success with the Common Core State standards.

Altus Schools utilize teacher-created lessons and **Summit K12** as the curriculum for designated ELD courses. The English Learner Achievement Department creates lessons for synchronous instruction that are designed to accelerate students' English language proficiency. Lessons intentionally develop students' listening, speaking, reading, and writing skills through interactive learning experiences that promote meaningful peer interaction, academic discussion, collaboration, and language practice. Instruction is delivered within a safe, supportive, and culturally and linguistically responsive learning environment where students' cultural assets, home languages, and lived experiences are valued and incorporated into learning. Through scaffolded instruction, structured opportunities for communication, and ongoing feedback, students build confidence and competence in using academic English across a variety of contexts.

Summit K12 is a standards-based, online curriculum platform designed to support ELs in developing literacy and academic language skills. It offers personalized learning pathways in reading, writing, listening, and speaking, and is aligned with CA ELD standards. Key features of this curriculum program include:

- Personalized Learning Plans (PLPs): mastery-based learning pathways individualized for each student's language proficiency level.
- Progress monitoring with comprehensive and immediate reports.
- Content differentiated to grade level bands.
- Video lesson models, guided practice, and assessments for individual practice.

All students who have an English Language Acquisition Status (ELAS) of English Learner (EL) are enrolled in a designated ELD course. Students are identified to participate in appropriate Designated ELD courses based on their language proficiency as determined by the ELPAC. Enrollment in these courses is required during the student's school enrollment until the student is redesignated as fluent English proficient (RFEP.) The instructional team, including parents/guardians, sets language acquisition goals for students with measures and benchmarks for achievement.

Altus Kids TK-5 Homeschool students receive a personalized, standards-based, learning roadmap that is developed in partnership with the student's parent/guardian and teacher. With an assets-based approach to second language acquisition, the roadmap is customized to the student's academic strengths, first language literacy, areas of growth, and English language proficiency level. Teachers support parents/guardians as learning coaches to deliver daily designated ELD instruction, with a key focus on explicit and systematic instruction on phonemic awareness and phonics, that is supported with daily synchronous instruction in grades TK-5, and additional options for daily interaction in grades 4-5. Parents/guardians receive training on using the ELL curriculum supports in each content area for integrated ELD instruction delivery at home. Students also have the option to attend a skills-based enrichment session at the resource center each week facilitated by a credentialed teacher. The weekly enrichment session is designed to create purposeful opportunities for students to develop social and academic language skills in a small peer group setting.

Designated ELD Courses for Middle School 6-8

Middle School ELD Language & Literacy 1, 2 (A1607a, A1607b) Grades: 6-8 for ELPAC Level 1

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, newly enrolled in a U.S. school, scored at the Novice performance level on the Initial ELPAC (English Language Proficiency Assessments for California,) or at a performance level 1 on the Summative ELPAC. Students receive focused instruction on the CA ELD standards to support development of critical language skills needed to access and achieve grade level academic content. Based on the CA ELD Standards, this course is intended to help students at the **Emerging proficiency level** develop basic English communication skills in social and academic contexts.

Middle School ELD Language & Literacy 3, 4 (A1608a, A1608b) Grades: 6-8 for ELPAC Level 2

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, scored at the Intermediate performance level on the Initial ELPAC (English Language Proficiency Assessments for California,) or at a performance level 2 on the Summative ELPAC. Students receive focused instruction on the CA ELD standards to support development of critical language skills needed to access and achieve grade level academic content. Based on the CA ELD Standards, this course is intended to help students at the early **Expanding proficiency level** develop language skills to learn and communicate about a range of topics and academic content areas.

Middle School ELD Language & Literacy 5, 6 (A1609a, A1609b) Grades: 6-8 for ELPAC Level 3

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, who scored at the performance level 3 on the Summative ELPAC. Students receive focused instruction on the CA ELD standards to support development of critical language skills needed to access and achieve grade level academic content. Based on the CA ELD Standards, this course is intended to help students at the **Exit Expanding or Early Bridging proficiency levels** be able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts.

Middle School ELD Language & Literacy 7, 8 (A1610a, A1610b) Grades: 6-8 for ELPAC Level 4

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners that scored at a performance level 4 on the Summative ELPAC. Students receive focused instruction on the CA ELD standards to support development of critical language skills needed to access and achieve grade level academic content. Based on the CA ELD Standards, this course is intended to help students at the **Bridging or exit Bridging proficiency levels** be able to communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.

Applicable to each Middle School course: Each lesson incorporates grade level ELD standards and may be customized to include standards-aligned supplemental activities from instructional platforms and other teacher-created resources. Teachers also provide opportunities for daily live interaction and conduct weekly standards-based synchronous instruction with activities that support student collaboration, peer interaction

and ELPAC preparation. Students who demonstrate proficiency in the standards of the course (at least 70%) and score at the corresponding ELPAC level may progress to the next ELD course level. Courses may be retaken for course credit based on ELPAC score.

Designated ELD Courses for High School 9-12

High School ELD Language & Literacy 1, 2 (A1575, A1576) Grade: 9-12 for ELPAC Level 1

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, newly enrolled in a U.S. school, scored at the Novice performance level on the Initial ELPAC (English Language Proficiency Assessments for California,) or at a performance level 1 on the Summative ELPAC. Students receive focused instruction on the CA ELD standards to support development of critical language skills needed to access and achieve grade level academic content. Based on the CA ELD Standards, this course is intended to help students at the **Emerging proficiency level** develop basic English communication skills in social and academic contexts.

High School ELD Language & Literacy 3, 4 (A1577, A1578) Grades: 9-12 - ELPAC Level 2

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, scored at the Intermediate performance level on the Initial ELPAC (English Language Proficiency Assessments for California,) or at a performance level 2 on the Summative ELPAC. Students receive focused instruction on the CA ELD standards to support development of critical language skills needed to access and achieve grade level academic content. Based on the CA ELD Standards, this course is intended to help students at the early **Expanding proficiency level** develop language skills to learn and communicate about a range of topics and academic content areas.

High School ELD Language & Literacy 5, 6 (A1579, A1580) Grades: 9-12 – ELPAC Level 3

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, who scored at the performance level 3 on the Summative ELPAC. Students receive focused instruction on the CA ELD standards to support development of critical language skills needed to access and achieve grade level academic content. Based on the CA ELD Standards, this course is intended to help students at the **Exit Expanding or Early Bridging proficiency levels** be able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts.

High School ELD Language & Literacy 7, 8 (A1581, A1582) Grades: 9-12 - ELPAC Level 4

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners that scored at a performance level 4 on the Summative ELPAC. Students receive focused instruction on the CA ELD standards to support development of critical language skills needed to access and achieve grade level academic content. Based on the CA ELD Standards, this course is intended to help students at the **Bridging or exit Bridging proficiency levels** be able to communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.

Applicable to each High School course: Each lesson incorporates grade level ELD standards and may be customized to include standards-aligned supplemental activities from instructional platforms and other teacher-created resources. Teachers also conduct weekly standards-based synchronous instruction with activities that support student collaboration, peer interaction and ELPAC preparation. Students who demonstrate proficiency in the standards of the course (at least 70%) and score at the corresponding ELPAC level may progress to the next ELD course level. Courses may be retaken for course credit based on ELPAC score.

EL Progress Monitoring and *Ellevation*

Altus Schools systematically monitor the academic performance of English Learners through *Ellevation,* an EL program management platform that integrates student data, monitoring forms, and digital workflow processes to streamline EL team collaboration. With *Ellevation,* the instructional team of each English Learner is able to get to know each student in depth and make informed instructional decisions to support the student's language acquisition and academic progress.

By completing an EL Progress Monitoring form (Appendix C) that is integrated into the annual PPEP process, teachers of English Learners evaluate each student's academic data, and the impact of designated and integrated language supports on the student's content mastery and growth in oral and written language. Teachers also report the student's academic strengths, areas for growth, and results of implemented intervention strategies. Finally, teachers make a recommendation for interventions needed to support each EL in the identified area of need and in relation to the student's assessment data.

During PPEP planning, teachers of English Learners and their instructional lead will review the form and implement appropriate academic supports and interventions by using evidence-based language development strategies, the Altus Multi-Tiered Systems of Support (MTSS) and culturally responsive family engagement.

Access to Honors, Advanced/AP Classes, Early College Credit, Special Education, and Gifted and Talented Education

English learners have the same access to the education programs and services as native English-speaking students. At Altus Schools, a lack of proficiency in English is not a barrier to enrollment in courses meeting the UC a–g requirements or in AP/Honors classes in subject areas other than English. English Learners also have access to the Altus Early College Credit program, in which they can earn college credits through dual enrollment and by completing articulated Altus coursework. Students will be placed in these courses according to the PPEP, teacher recommendation, and the approval of the Learning Lead and Counselor.

English learners have equitable access to the same education programs and services as native English-speaking students, including special education services. In making the determination of eligibility for special education services, English proficiency is not a determining factor for establishing that a child has a disability. A student is not referred for special education services unless and until it is established, through the Student Study Team (SST) that the student has been provided with an effective instructional program and that research-based interventions, which have been implemented with fidelity over time, have been confirmed as insufficient.

Once referred, Altus Schools will make every reasonable effort to ensure that all notification requirements gov-

erning Prior Written Notice (PWN) and Assessment Plan (AP) will be provided to the parent or legal guardian of the child in a language they understand. The school will develop an AP for each English Learner who has been referred in accordance with SELPA requirements, procedures and timelines. Wherever possible, assessments will be conducted in the language in which the student is most proficient and will be conducted by trained bilingual personnel. An Individualized Education Plan (IEP) for an English Learner will be developed, reviewed, and revised in accordance with SELPA procedures and include all required language and linguistic elements. Additionally, English Learners have access to Gifted and Talented Education (GATE) assessment opportunities and instructional support in accordance with the Altus Schools GATE program, which has developed an identification process that ensures access to all students, including those from diverse socioeconomic and cultural backgrounds, language proficiencies, and/or disabilities. The assessment utilized for GATE identification, the Cognitive Abilities Test (CogAT), provides modifications and accommodations to support ELs, including directions administered in a language other than English, repeated directions, read aloud, extended time on the Verbal battery of the assessment, and provision of English/Native language word-to-word dictionary.

Section 3: Teaching and Learning — Essential Elements of Effective Programs

The majority of students who enroll at Altus Schools are ages 16 and older. These students are, on average, several years behind in academic skills and credits to earn a high school diploma at the time of enrollment. The overwhelming majority of ELs who enroll are either designated as Long-Term English Learners (LTELs) or at high risk of becoming LTELs. LTELs are pupils who have not attained English language proficiency within 7 years of initial classification as an English learner. These students tend to have social vocabulary skills to communicate at home, in school, and in the community but are historically "stuck" at intermediate or below levels on the ELPAC assessment, have low academic English language skills, and do not have generalized reading and writing skills across curricular areas or domains. Research indicates that many LTELs have learned behaviors of school avoidance, non-engagement, and passive learning. This puts this group of students at high risk of not achieving language proficiency and of dropping out of high school.

Research suggests that there should be three elements in high quality ELD programs (Díaz-Rico, 2012):

1. Development of proficiency and fluency in social and academic English
2. Explicit instruction of language and grammatical structures
3. Content learning combined with English acquisition

Embedded within Altus Schools' comprehensive ELD program comprised of Integrated and Designated language development, Altus Schools have identified essential elements to be highly effective in independent study and flex-learning models: **Specially Designed Academic Instruction in English (SDAIE), Small Group Instruction, and Blended Learning**.

Teachers are trained in **SDAIE and the SIOP** model. SDAIE incorporates various teaching techniques that adapt instruction for English Learners, while considering progression through the ELD standards, and while making content instruction comprehensible (Díaz-Rico, 2012.) It provides students with language support while they are learning academic subjects. SDAIE focuses on academic content, provides scaffolding for key concepts, and frontloads vocabulary, thus providing content learning combined with language acquisition. SDAIE is employed during in-person, virtual, synchronous and asynchronous instruction.

The key aspects of SDAIE employed at Altus Schools are:

1. Grade-level content is rigorous and engages students in high-level learning tasks. Instructional techniques are employed to promote language and literacy development while learning content. Strategies include: building background knowledge and accessing prior knowledge, frontloading vocabulary, and repetition of key words in context.
2. Lessons are differentiated and scaffolded based on students' language proficiency so that all material is comprehensible. Essential academic vocabulary is defined, visuals are embedded into instruction (graphic organizers, pictures, charts, graphs, objects), lessons include focus on vocabulary and grammatical structures, and literacy supports are embedded into the courses (audio, translation, videos, close reading).
3. Teachers and students interact with a focus on academic language while still developing social language. Teachers ensure opportunities for social interaction and verbal processing of information in order to increase meaning making and retention.

Additionally, teachers at Altus Schools are equipped with evidence-based practices to facilitate data-informed, small group instruction to English Learners and support their proficiency growth in reading, writing, and especially speaking and listening. Teachers use a variety of instructional resources and practices to deliver **explicit instruction** on language and grammatical concepts that are key to language acquisition. For example, teachers may deliver designated ELD in small group tutoring sessions and utilize a variety of curricular materials, such as novels and non-fiction text, as the context to engage groups of students in relevant, high interest learning experiences and deliver standards-based explicit instruction. These small group tutoring sessions focus on building grammar skills, English pronunciation and listening skills, vocabulary building, reading comprehension, reading fluency, speaking, and writing structures. Small group tutoring sessions utilize the SIOP Model, which includes six key principles of instruction:

- Provide many opportunities for ELs to develop oral language competency through interaction with others.
- Explicitly link ELs' background knowledge and experiences to lesson content and past learning.
- Provide explicit and contextualized vocabulary instruction to ELs.
- Provide meaningful, comprehensible, and accessible lessons.
- Stimulate ELs' thinking and provide meaningful activities for students to demonstrate learning.
- Assess ELs frequently, before, during, and after lessons, and plan purposefully, based on the assessment data.

Altus Schools provide English learners with a customized, **Personalized Flex-Based Learning program**. The key idea behind blended learning is that students have some control over time, pace, path, and place. This model promotes a locus of control with students, increases their motivation to learn and allows them the time they need to work through the material. This approach gives EL students the ability to read and hear the instruction (often at the same time), while utilizing context to help create connections between the English words and their meaning.

The Personalized Flex-Based Learning program combines the school's existing curriculum for ELD Language and Literacy, English Language Arts in conjunction with online curriculum (Edgenuity, Canvas) and online tools (Achieve 3000, BrainPop, Canvas resource libraries) that provide systemic and personalized learning. The blended learning program employs research-based strategies within the curriculum and utilization of online tools to **combine content learning with language acquisition**:

- Set high expectations (rigorous curriculum)
- Provide explicit instruction (online curriculum and online tools)
- Make instruction accessible through the elements of Universal Design for Learning (UDL) (curriculum design)
- Make learning relevant, engaging and culturally responsive (web 2.0 tools and high interest content)

Specialized Support for Newcomer English Learners

Altus Schools have developed specific support processes to tailor the instructional program to Newcomer English Learners. The **Newcomer Support Protocol** is designed to support Altus instructional staff with procedures and resources to personalize the educational and language development journey of multilingual learners who have been enrolled in a U.S. school for three years or fewer. With our core value of **Kids Come First** and core competency of **Transforming Lives**, Altus Schools is committed to providing a safe, supportive, inclusive and affirming learning environment for all learners, including students who are new to the United States. The protocol details:

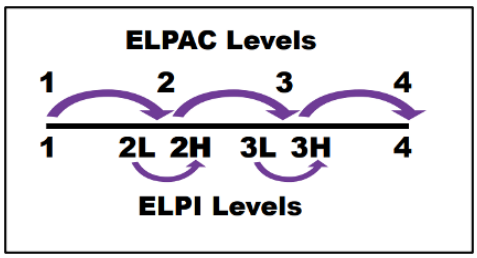
- **Support for Instructional Staff**: The English Learner Achievement Department (ELAD) provides resources, best practices, and professional development tailored to the unique needs of Newcomer students. Orientation meetings with instructional teams are organized to facilitate collaboration.
- **Family Engagement Strategies**: Engaging with Newcomer families involves using an assets-based approach, facilitating communication in their home language, and promoting involvement in school events. Regular updates on student progress and feedback from families are outlined.
- **Instructional Best Practices:** Teachers are advised to maintain high expectations while providing adequate support, promoting biliteracy, and customizing curriculum to meet the diverse needs of Newcomer students. Specific curriculum resources and technology platforms are outlined.
- **Professional Development Opportunities**: Ongoing professional learning is provided for teachers to enhance their capacity to support Newcomer students effectively, including asynchronous modules and synchronous sessions throughout the school year.

The California School Dashboard and English Learner Progress Indicator

The California School Dashboard (Dashboard) is an online tool that shows how schools and school districts are performing on state and local indicators that are included in California's school accountability system (Frequently Asked Questions 2022). There are six state indicators that are reported on the Dashboard, including academic performance indicators, chronic absenteeism, graduation and suspension rates, college and career readiness, and English Learner Progress.

For each of the state indicators, schools and districts receive one of five Status levels, ranging from 'Very Low' to 'Very High' (Getting to Know the California School Dashboard 2022.) The Dashboard will also reflect the Status Change from the previous year and an equivalent performance color where applicable.

The English Learner Progress Indicator (ELPI) is the measure that shows the percentage of currently enrolled EL students that are making progress towards English Language proficiency or maintaining the highest performance level on the ELPAC (Level 4 on the Summative and Level 3 on the Alternate.) Each student receives one of four ELPAC performance levels. The four ELPAC performance levels are then divided into six ELPI levels to allow students enough time to make progress toward English language proficiency in the ELPI. To show progress, EL students must increase at least one ELPI level from the previous year or maintain a Level 4 from one year to the next (English Learner Progress Indicator 2022.)



The English Learner Progress Indicator (ELPI) will have Status, Change and performance color using the last three years of ELPAC Summative results.

The ELPI at Altus Schools

It is important to note that a school's ELPI rate reflects the ELPAC scores for all students who were enrolled at the school during the February to May Summative ELPAC assessment window, even those completing the ELPAC immediately upon enrollment or after a very short time of enrollment in our Schools. Therefore, these students' ELPI measure do not necessarily reflect the effectiveness of the Altus comprehensive ELD program, given that these students did not participate in the program prior to taking the Summative ELPAC. When reviewing an Altus School's ELPI rate and Status Level on the Dashboard, the ELPI reflects scores of all English Learners who completed the Summative ELPAC at an Altus school, regardless of the length of enrollment prior to testing. The lack of a distinction in the ELPI indicator between students who have been enrolled from the beginning of the school year versus those who enroll just prior to completing the Summative ELPAC is an important consideration when interpreting the ELPI as a measure of ELD program effectiveness.

Section 4: Professional Learning and Support

The English Language Achievement Department (ELAD) is an extension of the Altus Pathways Advisory Council (APAC). The ELAD's mission is to increase student achievement for English Learners. The ELAD's primary function is to collaborate with Instructional Administrators, Learning Leads, School Coordinators, Teachers, and APAC Department members in service of the Altus Schools English Learner Plan guidelines and the full range of curriculum and instructional activities as detailed in the Local Control Accountability Plan (LCAP). Under the supervision of the Student Access and Support Services Administrator and the Dean of Academic Affairs and Altus Studies, ELAD supports the achievement of English Learners (ELs) by assisting teachers in implementing ELD methodology as detailed by the English Learner Plan.

The English Learner Achievement Department is a group of specially trained and experienced educators who support the needs of English Learners. ELAD members are collaborators, working with other educators to engage this diverse population of students and provide enriching activities that support both integrated and designated ELD. Furthermore, they are community members who work to educate and engage EL families to ensure they are empowered with relevant information and encouraged to provide input so EL services are appropriately adjusted.

As part of the APAC and the Altus University Professional Learning Program, the ELAD provides these essential supports for teachers of English learners:

- Provide Integrated and Designated ELD training for staff multiple times per year, including peer coaching, of research-based instructional practices and curriculum selection for in person and virtual learning environments.
- Support training on data gathering tools and analysis to inform instruction and curriculum personalization for English Learners.
- Write curriculum and curate instructional resources aligned to the CA ELD Standards for Designated ELD courses.
- Present to staff on culturally and linguistically responsive best practices for engaging ELs and families and utilization of online programs to support and monitor academic progress.
- Coordinate the English Learner Advisory Committee (ELAC) and other groups related to the needs of ELs.
- Provide recommendations to curriculum departments on Integrated ELD, English Learner supplemental guides, materials and supports for ELs based on student data and achievement levels and goals.
- Facilitate parent/family trainings focused on technology tools, distance learning, and accessibility features within curriculum and instruction.

Altus University provides customized professional learning experiences for teachers of English Learners across curricular areas, in both synchronous professional learning communities and asynchronous learning modules. For example, math professional development highlights research-based strategies to support EL achievement in math. Social Science professional development focuses on literacy routines to build College and Career Readiness. Additionally, Altus Schools partner with county offices of education for professional learning and development opportunities for school leaders, teachers, and support staff.

Section 5: Parent, Family and Community Engagement

Parent and Family Members Participation

Altus Schools partner with parents, guardians and family members to create a custom plan to meet the unique needs and establish goals for each English learner. Each student has a Pathways Personalized Education Plan (PPEP) to engage them in a course of study based on their interests, goals, academic and literacy skill levels, and learning style. Parent and family member input is essential to the design of the PPEP and parent and family member engagement is critical to the monitoring and evaluation of the PPEP effectiveness.

The design of the Schools allows for teachers, students, parents and family members, counselors, and leadership team members to meet, discuss, and plan for the needs of each individual student. In addition to the weekly and monthly PPEP meetings, parents and family members have many opportunities, and are encouraged, to be involved and participate in the decision-making process of the school and the development of the English Learner Plan and the Local Control Accountability Plan (LCAP.) Parents and family members attend Resource Center events throughout the school year such as Open House and Senior Nights. These events offer bilingual presentations and translation services. The events provide parents and family members with important information and solicit parent and family member input regarding curriculum, instruction, and assessment. Altus Schools send surveys (in English and Spanish) several times throughout the year in order to gather input and feedback from parents and family members of English Learners. EL parent and family member engagement contributes to the school plan development in several important ways: identification and refinement of needs, goals, targets, activities and resource allocation.

All families of English Learners are invited to participate in the **School Site Council** and the **English Learner Advisory Committee** (ELAC) at their school. The following describes the responsibilities of each group:

SCHOOL SITE COUNCIL (SSC)	ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)
• Annually facilitate the revision/update of the school goals, improvement strategies and planned expenditures which are outlined in the School Plan. • Ensure the school goals and improvement strategies are measurable and based on an analysis of verifiable state and local data. • Ensure the goals, improvement strategies, and proposed expenditures are legally compliant. • Recommend the School Plan, including proposed expenditures of funds, to the local governing board for approval. • Seek input from all advisory committees. • Develop and regularly review the Parent Involvement Policy and Home-School Compact. • Develop, monitor, and evaluate the LCAP ESSA Federal Addendum.	• Advises the principal on programs and services for ELs. • Advises the SSC on the development of a site plan for English Learners. • Assists with school needs assessment. • Builds parent and family member awareness on importance of school attendance. • Meets the legal requirements of a DELAC (District ELAC) when the school has at least 51 ELs. These requirements include: plan development for teacher requirements, and review and comment on reclassification procedures and parent notifications.

English Learner Advisory Committee

All California K-12 public schools, with 21 or more English Learners, must form a functional **English Learner Advisory Committee (ELAC).** The ELAC is a committee for parents and family members of English Learners who advocate for and provide input into the instructional program for ELs. Staff, students, other parents, and community members are welcome to join. Altus Schools hold formal ELAC meetings throughout the year at Resource Centers with high EL populations, as well as virtually to provide access and further support family engagement.

Composition Requirements:

Requirements for the ELAC include:

(1) Parents/guardians of English Learners comprise at least the same percentage of the ELAC membership as English Learners constitute of the school's total student population. For example, if 25 percent of the students in a school are English Learners, then parents/guardians of English Learners must comprise 25 percent of the ELAC membership.

(2) Other members of the ELAC can be parents/guardians, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained.

School Site Council

The School Site Council (SSC) is an elected group representative of the school's staff, parents, and students. All members, with the exception of the principal, are elected by their peer group. The principal is assigned to serve as a permanent, voting member on the council.

Section 6: Multi-Tiered System of Supports

Altus Schools' Multi-Tiered System of Supports (MTSS) is **one** system that supports the whole child. MTSS focuses on aligning initiatives and resources to address the needs of all students. It is a comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students.

Altus Schools' MTSS is designed to provide an effective framework that guides all decisions, practices, and policies according to equity:

- Removing the predictability of success and failure that currently correlates with any social or cultural factors.
- Interrupting inequitable practices, examining biases, and creating inclusive school environments for all.
- Discovering and cultivating the unique gifts, talents, and interests that every human possesses.

The same is used for **English Learners**. EL students will receive intentional supports to assist in their English language acquisition and academic progress.

Procedural Guidelines and Placement for English Learners:

- Screen to identify students in need of additional supports using the ELPAC and annual EL and RFEP progress monitoring.
- Identify student strengths and areas of growth, i.e.: Data collection, student interviews, previous school records.
- Monitor and evaluate students' responses to instruction and intervention supports, i.e.: achievement gap, typical rate of language acquisition.
- Place on tiers of support as applicable: establish which supports to use, research-based instructional strategies, rubrics, growth charts, sensory, visual supports. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students.
- Facilitate parent and family member engagement by providing communication to limited English proficient parents in a language that they can understand.
- Students who demonstrate proficiency in the standards in a course (at least 70%) and/or score at the corresponding ELPAC level may progress to the next ELD course level.

Access and Continuum of the Plan

- Students are assessed multiple times throughout the year to identify those in need of additional support linguistically and academically by teachers that are trained to deliver content in a sustained and cohesive manner.
- Students that need to move across the MTSS continuum to the next tier will receive targeted supports when they don't respond sufficiently to Tier 1 supports.
- Tier 2 supports will include supplemental supports to those in Tier 1, including additional assess-

ment data, work samples, and possible team decisions.

- Tier 3 supports will include the most intensive supports including those from Tiers 1 and 2.

Exiting Plan:

- Students will continually engage in monitoring through assessments, progressing through the curriculum and responding to the supports appropriately. Students may return to Tier 1 when ELPAC scores and proficiency are met in any of the courses in which they are enrolled. They may move between the Tiers until they are reclassified as an English Fluent Proficient student.

Response to Intervention (RTI) Model

As a core component of the Multi-Tiered System of Supports (MTSS), **Response to Intervention (RTI)** serves to evaluate how individual students are progressing in response to implemented strategies, interventions, and supports. The RTI model is a systematic, data-driven approach that enables instructional staff to identify students who are at risk of not meeting establishe standards or expectations.

Through regular monitoring of student learning, educators provide targeted, research-based interventions to address specific academic needs. This ongoing process involves collecting and analyzing student performance data, ensuring that interventions are tailored to support academic success for all learners. The approach is grounded in problem-solving, with instructional teams continuously examining student responses and making necessary adjustments based on documented feedback and assessment outcomes.

Tier One focuses on preventing learning difficulties and providing best first instruction for all students. Tier One consists of a comprehensive implementation of the content area frameworks, Universal Accss, as well as a comprehensive assessment and data monitoring system. Tier One is the primary program available for all students with a focus first on instruction, collaboration, common assessments, and data analysis within grade levels or departments.

Tier Two interventions are designed to meet the needs of strategic intervention students. Strategic students may be "one to two standard deviations below the mean according to state assessments" (RLA Framework p. 264, Mathematics Framework, p. 231) or one to two years below grade level. Tier Two is an additional opportunity for students to learn missing prerequisite skills required to master standards. Progress monitoring and diagnostic assessments are used to determine specific intervention needs of students and customized short-term interventions are designed and implemented. Most Tier Two interventions last for three to eight weeks with multiple data monitoring points throughout the intervention. Students' response to these interventions is monitored closely to determine if additional interventions are needed.

Tier Three interventions are designed to meet the needs of intensive intervention students. Intensive is defined as "seriously at risk as indicated by their extremely and chronically poor performance on one or more measures" (RLA Framework, p. 265, Mathematics Framework, p. 231). Intensive interventions are used when it has been determined that students are not responding to Tier One and Tier Two interventions and will be best served by providing more intensive interventions or placement in alternative instructional materials. Each tier simultaneously provides the best instructional program for students. The interventions are consistently and regularly implemented and are monitored for student response. Students needing additional support move up the pyramid through a continuum of interventions to respond to their academic needs. As student achievement of standards improves, students gradually move down the RTI^2 pyramid when data indicates that less support is needed.

TIER 1 • All Students

Universal / Comprehensive Strategies, Interventions, and Supports

Academic	Behavior	Social-Emotional

• Pathways Personalized Education Plan (PPEP)
• Altus Connect Program – Chromebook and internet services
• College and Career Pathways:
  ◦ Four-Year College and University
  ◦ Community College
  ◦ Military
  ◦ Career
• Early College Credit Program
• Blended Learning
• Small group tutoring
• Individualized and personalized instruction
• Universal Design Learning Curriculum
• Virtual Reality learning experiences
• Designated and Integrated ELD instruction for all English Learner students
• TK–5 dyslexia screening instruments (Multitudes & Amira Learning)
• School Pathways Student and Parent Portal
• Altus Math Resource Site for students, parents, and family members
• Data Integration Systems:
  ◦ NWEA – diagnostic and growth assessments
  ◦ Renaissance Learning – instructional data warehouse of assessments and data
  ◦ College and Career Planning Tools
	• Altus Schools Mental Health and Wellness Hub
	• Character and Leadership Development Program with Cadet Corps
	• Meal Program
	• Supervised learning environment
	• Small learning communities
	• Flexible scheduling and seating
	• AI Ethical and Responsible Use Lessons
	• Regular progress reporting to parents, caregivers, and family members
	• Behavior conferences, including teacher, student, parent, and family member
	• Home and/or work visits
	• Review of annual school paperwork:
	  ◦ Student & Parent Handbook
	  ◦ Master Agreement & Acknowledgment of Responsibilities
	  ◦ Academic Integrity Protocols
	• Contact Manager and Monthly Storybook monitoring and intervention
	• Healthy Youth Department:
	  ◦ Specialized Instructional Staff
	  ◦ School Nurses
	  ◦ Healthy Youth School Therapists
	  ◦ Student Access & Support Services Administrator
		• Altus Schools Mental Health and Wellness Hub
		• Youth Mental Health First Aid Training certification for instructional staff
		• Implementation of Trauma Informed Practices to support mental health needs
		• Annual staff training on suicide prevention and intervention
		• Human Trafficking School Safety Protocol
		• Review of PPEP Needs Assessment results upon enrollment to identify need for school and community resources
		• Intake Survey
		• Suicide Intervention/Prevention Protocols
		• Character and Leadership Development Program with Cadet Corps
		• Resilience in Students & Education (RISE) Series
		• Utilization of SEL instructional resources
		• Mental health online coaching application systems
		• Family Learning Series
		• Access to Mental Health Bi-annual Parent Notifications
		• Promotion of Parent Education Opportunities via Parent Square
		• Administration of California Healthy Kids Survey (CHKS) to measure school climate needs and inform programs
		• Staff training on contemporary topics impacting youth wellness

◦ Ellevation – progress monitoring system for English Learner and RFEP students • Annual school events: ◦ Open House Events ◦ Senior Night Events ◦ College and Career Week ◦ Wellness Week ◦ Workplace Readiness Week ◦ Middle School Promotion ◦ High School Graduation • Field trips aligned to student interests, curriculum topics, and individual student college/career plans • Family Learning Series: training and education designed for parents and family members • Annual GATE assessment opportunities for grades 2–5, 7, and 9 • Culturally and linguistically responsive instructional strategies	• Culturally and linguistically responsive instructional strategies	(e.g., substance misuse, healthy lifestyle choices, cultural responsiveness) • Universal mental health screening • Calming Carts with self-regulation tools

TIER 2 • Some Students

Targeted / Supplemental Strategies, Interventions, and Supports

Academic	Behavior	Social-Emotional
• Intervention Counselor Conference • AVID instructional strategies that promote student engagement and academic confidence • Supplemental academic tutoring programs • IXL Math to rapidly develop student math skills • Desmos Math Classroom platform for small group instruction	• Intervention Counselor Conference • Behavior Intervention Plan • AI Ethical and Responsible Use Protocols • Community-based partnerships to support student needs • Recommendation to participate in Service Learning and/or Work Experience • Student mentoring opportunities • Student Study Team (SST)	• Intervention Counselor Conference • AVID social-emotional curriculum • Community-based partnerships to support student needs • SEL Instruction: RISE Series • Utilization of SEL Curriculum • Utilization of Life Skills related courses • Student Study Team (SST) • 504 Plan

• Achieve 3000 to increase literacy skills • Empower ELA and Math support electives • BrainPOP tutorials to support student comprehension of course content • Khan Academy, instructional tutorials, and interactive activities • Utilization of Strategies for Academic Success curriculum • Refinement of GATE plan if applicable • Incorporation of Prescriptive Testing (PT) coursework to increase motivation and credit completion for qualifying students • Student Study Team (SST) • 504 Plan • Homeless & Foster Youth Liaison Case Management	• 504 Plan • Homeless & Foster Youth Liaison Case Management	• Homeless & Foster Youth Liaison Case Management • Mental health online coaching application systems • Healthy Youth School Therapist referral for short-term counseling • School Nurse outreach and support for pregnant/parenting students

TIER 3 • Few Students

Intensive Strategies, Interventions, and Supports

Academic	Behavior	Social-Emotional
• Intervention Lead Conference • Individualized math and writing intervention and tutoring • Literacy groups • Ascend literacy intervention for Students with Disabilities	• Intervention Lead Conference • Community Assessment Team (CAT) Program Referral • Bus Pass Program for qualifying students • Healthy Youth Therapist Referral for individual counseling	• Intervention Lead Conference • Community Assessment Team (CAT) Program Referral • Healthy Youth Therapist Referral for individual counseling • Crisis response protocols

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Appendices

Appendix A: Observation Protocol for Teachers of English Learners (OPTEL) for Reclassification

OPTEL for Reclassification (CDE)

Form Name: OPTEL for Reclassification (CDE)

District: Altus Affiliated Schools

Name:

Student ID:

This document fulfills requirements in Education Code 313(f)(2) for the teacher evaluation component of the statewide reclassification criteria. This form may also be used as a tool for formative purposes and ongoing consultation with parents/guardians.

Student Demographics

Name		Student ID		Date of Birth	
Grade		EL Status		IEP	
504					

ELP Tests

Name and Date	Result
EXAMPLE DATA - - Test for ELLs	Composite: 4 (555) Listening: 5 (444) Speaking: 4 (333) Oral: 5 (523) Reading: 4 (324) Writing: 5 (532) Comprehension: 3 (244) Literacy: 4 (343)

Latest Observation Date

Form Date

MM/DD/YYYY

Description of Receptive Skills: Listening and Reading Comprehension

(Select one level from the choices below)

K–12 ELD Standards Addressed: Part I 1–8, Part II 1–7

Level 1 (Emerging: Substantial linguistic support needed to engage in grade-level learning)
• The student rarely exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
• Only with substantial teacher support can the student construct meaning while or after listening to or reading grade-level complex texts.
• The student rarely appears to comprehend conversations, discussions, and complex texts unless linguistic supports are provided.

Level 2 (Early–Mid Expanding: Moderate linguistic support needed to engage in grade-level learning)
• The student sometimes exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
• With moderate teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts, but not yet at a level of parity with English proficient grade-level peers.
• The student sometimes appears to comprehend conversations, discussions, and complex texts and sometimes relies on linguistic supports.

Level 3 (Late Expanding–Early Bridging: Light linguistic support needed to engage in grade-level learning)
• The student often exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
• With light teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts at a level of parity with English proficient grade-level peers.
• The student often appears to comprehend conversations, discussions, and complex texts and occasionally relies on varying linguistic supports.

Level 4 (Mid–Late Bridging: Minimal linguistic support needed to engage in grade-level learning)
• The student consistently exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
• With minimal teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts at a level of parity with English proficient grade-level peers.
• The student consistently comprehends conversations, discussions, and complex texts and almost never relies on linguistic supports.

* Required

◯ Level 1- Emerging

- ◯ Level 2 - Early-Mid Expanding
- ◯ Level 3 - Late Expanding-Early Bridging
- ◯ Level 4- Mid-Late Bridging

What did you consider that led you to mark this level? You may attach supporting documentation.

Receptive Skills: Listening and Reading Comprehension Instructional Setting

Instructional Setting(s) in which the student was observed (Choose all that apply):

* Required

- ☐ English Language Arts / Literacy
- ☐ English Language Development
- ☐ Mathematics
- ☐ Science
- ☐ History/Social Science
- ☐ Other

Include date(s) of observation(s) and notes.

Receptive Skills: Listening and Reading Comprehension Interaction Type

Choose all that apply.

* Required

- ☐ Whole Group (one-to-many)
- ☐ Small Group (one-to-few)
- ☐ Pairs (one-to-one)

Other:

IEP Accommodations for Receptive Skills

If the student has an IEP, describe any accommodations that were used during the observation(s), and the extent to which, as applicable, the student's disability may have had an impact on their rating.

* Required

- ◯ Present
- ◯ Not present
- ◯ Not applicable

Description of Expressive Skills: Speaking and Writing

(Select one level from the choices below)

K–12 ELD Standards Addressed: Part I 1–4 & 9–12, Part II 1–7

Level 1 (Emerging: Substantial linguistic support needed to engage in grade-level learning)

• The student rarely expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers without significant support.

• Only with substantial teacher support can the student use grade-level discipline specific and general academic terms during conversations and in writing. The student demonstrates frequent approximations in their use of syntax and vocabulary.

• The student rarely expresses grade-level ideas effectively in written texts and oral presentations or discussions and frequently relies on linguistic supports to do so.

Level 2 (Early–Mid Expanding: Moderate linguistic support needed to engage in grade-level learning)

• The student sometimes expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers.

• With moderate teacher support, the student sometimes uses grade-level discipline specific and general academic terms during conversations and in writing with syntax and vocabulary usage nearing—but not yet at—a level of parity with English proficient grade-level peers.

• The student sometimes expresses grade-level ideas effectively in written texts and oral presentations or

discussions and relies on varying linguistic supports in order to do so.

Level 3 (Late Expanding–Early Bridging: Light linguistic support needed to engage in grade-level learning)
• The student often expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers.
• With light teacher support, the student often uses grade-level discipline specific and general academic terms during conversations and in writing with syntax and vocabulary usage nearing a level of parity with English proficient grade-level peers.
• The student often expresses grade-level ideas effectively in written texts and oral presentations or discussions and sometimes relies on linguistic supports to do so.

Level 4 (Mid–Late Bridging: Minimal linguistic support needed to engage in grade-level learning)
• The student consistently expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers.
• The student consistently uses grade-appropriate discipline specific and general academic terms during conversations and in writing with syntax and vocabulary at a level of parity with English proficient grade-level peers.
• The student consistently expresses grade-level ideas effectively in written texts and oral presentations or discussions and almost never relies on linguistic supports to do so.

* Required

- ◯ Level 1 - Emerging
- ◯ Level 2 - Early-Mid Expanding
- ◯ Level 3 - Late Expanding-Early Bridging
- ◯ Level 4 - Mid-Late Bridging

What did you consider that led you to mark this level? You may attach supporting documentation.

Expressive Skills: Speaking and Writing Instructional Setting

Instructional Setting(s) in which the student was observed (Choose all that apply):

* Required

- [ ] English Language Arts / Literacy
- [ ] English Language Development
- [ ] Mathematics
- [ ] Science
- [ ] History/Social Science
- [ ] Other

Include date(s) of observation(s) and notes.

Expressive Skills: Speaking and Writing Interaction Type

Choose all that apply.

* Required

- [ ] Whole Group (one-to-many)
- [ ] Small Group (one-to-few)
- [ ] Pairs (one-to-one)

Other:

IEP Accommodations for Expressive Skills

If the student has an IEP, describe any accommodations that were used during the observation(s), and the extent to which, as applicable, the student's disability may have had an impact on their rating.

* Required

- ○ Present
- ○ Not present
- ○ Not applicable

This form, along with a completed OPTEL tool and other relevant documentation, shall be used to document that parent input occurred regarding this student's progress towards acquiring English Proficient status.

Parent/Guardian Reclassification Consultation

I was consulted and gave my opinion regarding the information provided to me about my child's English language proficiency. I was provided the opportunity to participate in a discussion about whether to reclassify my child from English Learner to Fluent English Proficient.

* Required

- ◯ In agreement of reclassification
- ◯ Does not agree to reclassification
- ◯ Unable to make contact with parent/guardian
- ◯ Student is 18+ years old, has educational rights and participated in this discussion

Notes on discussion with parent regarding this student's reclassification from English Learner to Fluent English Proficient status, referring to the OPTEL tool. (See OPTEL User Guide and OPTEL parent consultation presentation materials.)

A full glossary of terms can be found at: https://www.cde.ca.gov/sp/el/t3/documents/opteltool.pdf

Signatures

Appendix B: RFEP Student Monitoring Form

Altus Exited (RFEP) Monitoring Form

Edit

Save

Form Name: Altus Exited (RFEP) Monitoring Form
District: Altus Affiliated Schools

Name: Student Name
Student ID: 10012410352

Student Demographics

Name	Student Name	**Student ID**	10012410352	**Test ID**	10012410352
School	School Name	**Grade**	8	**Date of Birth**	6/25/1999
EL Status	Exited Monitored	**Monitoring Status**	Parental Opt-Out	**IEP**	No

This student is a former English Learner (EL) who has exited the EL program. All former ELs are required to be monitored for four years after they exit the program. As this student's classroom teacher, your feedback is invaluable. Please answer the questions below to provide feedback on how this student is performing academically.

Standardized Test Scores

Test Name and Date	Grade	Scores

Data will populate once this template is used in a cycle.

Credit Completion *

Consider if the student is on track to complete all grade-level coursework before the end of this school year:

- ○ Exceeds Expectations
- ○ Meets Expectations
- ○ Does Not Meet Expectations

Comment

Attendance History *

Participates in Assigned Tutoring Sessions:

- ○ Always
- ○ Often
- ○ Sometimes
- ○ Rarely
- ○ Never
- ○ Not applicable

Comment

Assignments On Time *

School participation with Homework/ Assignments Completion

- ○ Always
- ○ Often
- ○ Sometimes
- ○ Rarely
- ○ Never
- ○ N/A

Comment

Demonstrated Listening Proficiency *

- ○ Always
- ○ Often
- ○ Sometimes
- ○ Rarely
- ○ Never
- ○ N/A

Comment

Demonstrated Reading Proficiency *

- ○ Always
- ○ Often
- ○ Sometimes
- ○ Rarely
- ○ Never
- ○ N/A

Comment

Demonstrated Speaking Proficiency *

- ○ Always
- ○ Often
- ○ Sometimes
- ○ Rarely
- ○ Never
- ○ N/A

Comment

Demonstrated Writing Proficiency *

- ○ Always
- ○ Often
- ○ Sometimes
- ○ Rarely
- ○ Never
- ○ N/A

Comment

Modifications

What additional classroom supports are you using to support the student in the following subject areas? If no additional supports are being provided, select "none needed."

2024/2025 - Year		
ELA		Assign
Math		Assign
Science		Assign

2024/2025 - Year		
Social Studies		Assign
ELD		Assign
Elective		Assign
Student data will be displayed when template is used in a cycle		

Exit Monitoring Recommendation *

As a classroom teacher for this student, I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, I recommend that (check option below):

- ○ No, additional supports are not needed
- ○ Yes, additional supports are needed

Comment

Intervention Level *

- ○ Tier 1 (Adjust current classroom supports/modifications)
- ○ Tier 2 (Counselor Intervention)
- ○ Tier 3 (Grade level intervention with school lead/coordinator)

Comment

Appendix C: EL Progress Monitoring Form

Altus EL Progress Monitoring

Edit

Save

Form Name: Altus EL Progress Monitoring
District: Altus Affiliated Schools

Name: Student Name
Student ID: 10012410352

Student Demographics

Name	Student Name	**Student ID**	10012410352	**Test ID**	10012410352
School	School Name	**Grade**	8	**EL Status**	Exited Monitored
Entered EL	9/6/2006	**IEP**	No	**504**	No

This student is an English Learner (EL), as this student's classroom teacher, your feedback is invaluable. Please answer the questions below to provide feedback on how this student is performing academically.

ELP Tests

1 | 2 | 3 | 4 | 5 | 6

1 | 2 | 3 | 4 | 5 | 6

1 | 2 | 3 | 4 | 5 | 6

Data will populate once this template is used in a cycle.

Standardized Test Scores

Test Name and Date	Grade	Scores

Data will populate once this template is used in a cycle.

Teacher EL Services Recommendation *

Is the student currently enrolled in an ELD language & Literacy Course?

- ○ Yes, Enrolled in ELD course
- ○ No, not enrolled in ELD course

If "no" above, please provide reason why:

Demonstrated Listening Proficiency *

Student displays LISTENING comprehension skills to participate in small group or tutoring activities.

- ○ Always

- ○ Often
- ○ Sometimes
- ○ Rarely
- ○ Never
- ○ N/A

Include any relevant details or additional information here:

Demonstrated Speaking Proficiency *

Student displays ORAL communication & speaking skills to participate in small group or tutoring activities.

- ○ Always
- ○ Often
- ○ Sometimes
- ○ Rarely
- ○ Never
- ○ N/A

Include any relevant details or additional information here:

Demonstrated Reading Proficiency *

Student displays READING comprehension skills to access grade level texts in the classroom or on coursework.

- ○ Always
- ○ Often
- ○ Sometimes
- ○ Rarely
- ○ Never
- ○ N/A

Include any relevant details or additional information here:

Demonstrated Writing Proficiency *

Student displays WRITING skills to write for a specific audience and purpose.

- ○ Always
- ○ Often
- ○ Sometimes
- ○ Rarely

- ○ Never
- ○ N/A

Include any relevant details or additional information here:

Academic Performance ELA *

Does the student meet grade level expectations in ELA?

- ○ Meets grade-level expectations
- ○ Does not meet grade-level expectations

Comment

Contributing Factors for Lack of Progress *

If the student is failing their ELA course, what factors may be contributing to the failing grade?

If other, comment below:

- ☐ Language learning needs
- ☐ Content learning needs
- ☐ Social or emotional needs
- ☐ Excessive absences
- ☐ Extenuating family circumstance
- ☐ Other
- ☐ None applicable

Comment

Area of Growth *

In what area(s) does the student need to show greater growth to be on track?

- ☐ Listening comprehension
- ☐ Reading comprehension
- ☐ Speaking
- ☐ General language concerns
- ☐ Academic concerns
- ☐ Writing
- ☐ Math
- ☐ English/Language Arts
- ☐ Science
- ☐ History/Social Studies
- ☐ Social emotional
- ☐ Other
- ☐ Not applicable

Add relevant details and additional information here:

Modifications

Please select the modifications you have used to personalize instruction and curriculum by selecting, "Assign" and checking all relevant modifcations.

2024/2025 - Year		
All Instructional Settings		Assign
Student data will be displayed when template is used in a cycle		

EL Progress Monitoring Recommendation *

- ○ Making Progress- no additional support needed
- ○ Not Making Progress- additional support needed

Comment

Intervention Level

If you selected "Not Making Progress", please select your recommended intervention level below:

- ○ Tier 1 (Adjust current classroom supports/modifications)
- ○ Tier 2 (Counselor Intervention)
- ○ Tier 3 (Grade level intervention with school lead/coordinator)

Add any specific strategies or details needed to support this student's language acquisition below:

Annual Parent Notification Letter
Federal Title I or Title III and State Requirements

To the parent(s)/guardian(s) of: Last Name, First Name School: School Name Date: Test Date

State Student ID #: Date of Birth: Grade: Primary Language:

Dear Parent(s) or Guardian(s): Your child continues to be identified as an English learner. Each year, we are required to assess your child and notify you of your child's proficiency level in English. We must inform you of the language acquisition program options available. From these options you may choose the one that best suits your child (California *Education Code (EC)* Section 310). This letter also contains the criteria for a student to exit the English learner (EL) status (20 United States Code [U.S.C.] Section 6312[e][3][A][i],[vi]).

Language Assessment Results
(20 U.S.C Section 6312[e][3][A][ii])

Composite Domains	English Language Proficiency Assessments for California (ELPAC) Scale Score	Performance Level
Overall		
Oral Language (Listening and Speaking)		
Written Language (Reading and Writing)		

Domain	Performance Level
Listening	
Speaking	
Reading	
Writing	

Your child is participating in an Individualized Education Program (IEP), which is on file: Yes or No

A description of how your child's program placement will contribute to meeting the objectives of the IEP is contained in the current IEP (20 U.S.C Section 6312[e][3][A][vii]).

Academic Achievement Results

(20 U.S.C. Section 6312[e][3][A][ii])

Smarter Balanced Assessment Consortium (SBAC) Performance Level	English Language Arts	Mathematics
NWEA MAP Results	**RIT**	**Grade Level Equivalency**
Reading		
Language Usage		
Mathematics		

Long Term English Learner (LTEL)/ At Risk of Becoming a Long-Term English Learner (ARLTEL)

AB 81 requires local educational agencies and charter schools to annually notify parents if their child is identified as a Long-Term English Learner (LTEL) or At Risk of Becoming a Long-Term English Learner (ARLTEL).

Your child is a Long-Term English Learner: Yes or No

Your child is At Risk of Becoming a Long-Term English Learner**:** Yes or No

Long-Term English Learner (LTEL): An English learner (EL) student to which all of the following apply: (1) is enrolled in any of grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for seven years or more; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the English Language Development test; and (4) for students in grades 6 to 9, inclusive, has scored at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA. For more information see Education Code 313.1

English Learner "At-Risk" of Becoming a Long-Term English Learner ("At-Risk"): An English learner (EL) student to which all of the following apply: (1) is enrolled in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four to six years; and (3) has scored at the intermediate level or below on the prior year's English language development test; and (4) has scored in the fourth or fifth year at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA. For more information see Education Code 313.1

Exit (Reclassification) Criteria

(20 U.S.C. Section 6312[e][3][A][vi])

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. The Charter School's exit (reclassification) criteria are listed below.

Required Criteria (*EC* Section 313[f])	**Charter School Criteria**
English Language Proficiency Assessment	*ELPAC Overall Performance Level 4* *Or* *Alternate ELPAC Overall Performance Level 3*
Teacher Evaluation	*Observation Protocol for Teachers of English Learners (OPTEL)*
Parental Opinion and Consultation	*Parent consultation*
Comparison of Performance in Basic Skills	*Grade level NWEA MAP Results in Reading or ELA SBA Level 3/4*

Graduation Rate for English Learners

(20 U.S.C. Section 6312[e][3][A][vi])

The expected rate of graduation for students in this program is ___percent.
The graduation rate displayed on the Graduate Data report, is available on the California Department of Education Dashboard https://www.caschooldashboard.org/

Language Acquisition Programs Offered

We are required to offer, at minimum, a **Structured English Immersion (SEI)** program option (*EC* Section 305[a][2]).

Structured English Immersion Program: A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD.

Parents or guardians may choose a language acquisition program that best suits their child. Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (20 U.S.C. Section 6312[e][3][A][viii][III]); *EC* Section 310[a]).

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (*EC* Section 52062). If interested in a different program from those listed above, please contact your child's teacher to ask about the process.

Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Educational Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

INITIAL PARENT NOTIFICATION LETTER
Federal Title I or Title III and State Requirements

To the parent(s)/guardian(s) of: School: Date:

State Student ID #: Date of Birth: Grade:

Primary Language:

Dear Parent(s) or Guardian(s): A language other than English was noted on your child's Home Language Survey when your child first enrolled in our school. State and federal laws require us to assess your child and notify you of your child's English language proficiency level. This letter also identifies the criteria for a student to exit the EL status (20 United States Code [U.S.C.] Section 6312[e][3][A][i],[vi]).

Language Assessment Results
(20 U.S.C Section 6312[e][3][A][ii])

Composite Domains	Initial ELPAC Performance Level
Overall	Status: Score:
Oral Language (Listening and Speaking)	
Written Language (Reading and Writing)	

Based on results of the English language proficiency assessment, your child has been identified as an _____student.

Your child is participating in an Individualized Education Program (IEP), which is on file: *[Insert Yes or No]*

A description of how your child's program placement will contribute to meeting the objectives of the IEP is contained in the current IEP (20 U.S.C Section 6312[e][3][A][vii]).

Exit (Reclassification) Criteria

(20 U.S.C. Section 6312[e][3][A][vi])

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. The Charter School's exit (reclassification) criteria are listed below.

Required Criteria (*EC* Section 313[f])	**Charter School Criteria**
English Language Proficiency Assessment	*ELPAC Overall Performance Level 4* *Or* *Alternate ELPAC Overall Performance Level 3*
Teacher Evaluation	*Observation Protocol for Teachers of English Learners (OPTEL)*
Parental Opinion and Consultation	*Parent consultation*
Comparison of Performance in Basic Skills	*Grade level NWEA MAP Results in Reading or ELA SBA Level 3/4*

Graduation Rate for English Learners

(20 U.S.C. Section 6312[e][3][A][vi])

The expected rate of graduation for students in this program is ___ percent. The graduation rate displayed on the Graduate Data report is available on the California Department of Education DataQuest web page at https://dq.cde.ca.gov/dataquest/.

Language Acquisition Programs Offered

We are required to offer, at minimum, a **Structured English Immersion** program option (*EC* Section 305[a][2]).

Structured English Immersion Program: A language acquisition program for EL students in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered designated ELD and provided access to grade level academic subject matter content with integrated ELD.

Parents or guardians may choose a language acquisition program that best suits their child. Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (20 U.S.C. Section 6312[e][3][A][viii][III]); *EC* Section 310[a]).

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (*EC* Section 52062). If interested in a

different program from those listed above, please contact your child's teacher to ask about the process.

Although schools have an obligation to serve all EL students, parents or guardians of EL students have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as EL students and will be assessed annually with the Summative ELPAC. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Educational Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

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APPENDIX R

HOMELESS AND FOSTER YOUTH PLAN

Altus SCHOOLS
TRANSFORMING LIVES SINCE 1994

PLAN FOR STUDENTS

EXPERIENCING HOMELESSNESS, FOSTER AND UNACCOMPANIED YOUTH

Updated July 2026

PLAN FOR STUDENTS EXPERIENCING HOMELESSNESS, FOSTER AND UNACCOMPANIED YOUTH

Altus Schools implement the federal McKinney-Vento laws and the California Foster Youth Education Rights to support students who are experiencing homelessness, in the foster care system, and unaccompanied youth. We strive to remove barriers and provide the basic needs necessary for homeless and foster youth to have a successful academic experience. We ensure that homeless children and youth are provided with equal access to our educational programs, have an opportunity to meet the same challenging state academic standards, are provided with free meals and public transportation, and are not stigmatized or segregated on the basis of their status.

McKinney-Vento Definitions and Rights

The McKinney-Vento Homeless Assistance Act, a law designed to protect students experiencing homelessness, was originally passed into law in 1987. Subtitle VII-B, the education subtitle, establishes the definition of homeless used by U.S. public schools and authorizes rights and services to address the unique educational barriers and challenges faced by children and youth experiencing homelessness. The education subtitle was reauthorized most recently by Title IX, Part A of Every Student Succeeds Act (California Homeless Education and Technical Assistance Center, n.d.).

Children and youth who are experiencing homelessness are individuals who lack a fixed, regular, and adequate night-time residence. This definition also includes:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.
- Children who may be living in motels, hotels, trailer parks, shelters, or awaiting foster care placement.
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Children and youth who are not in the physical custody of their guardians and at risk of homelessness.

Identification of McKinney-Vento Students

The Schools' Housing Questionnaire is the primary tool for identifying students who meet the criteria as experiencing homelessness and are eligible to receive the benefits and services under the McKinney-Vento Homeless Assistance Act.

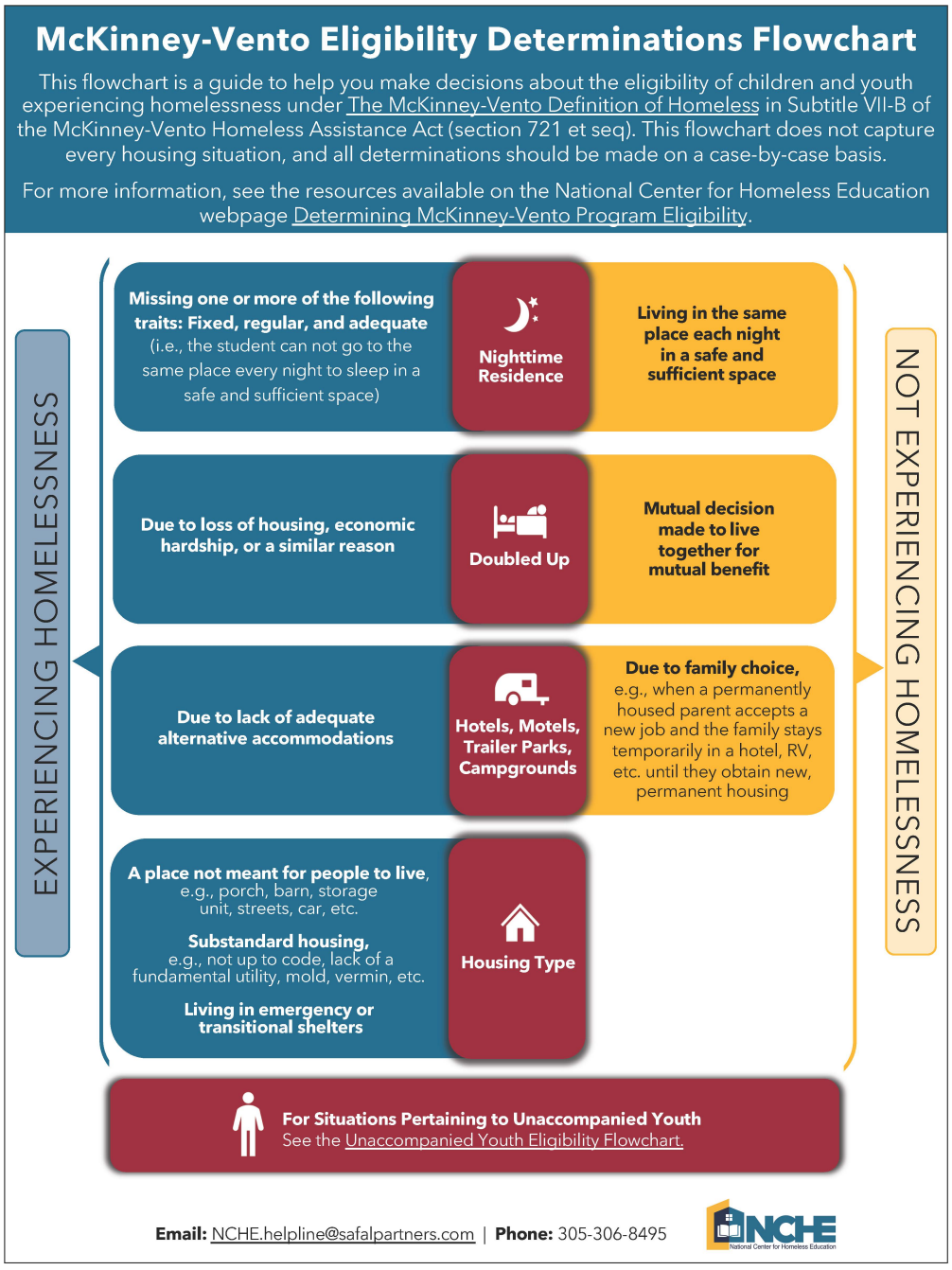
- The Housing Questionnaire is required of all parents, guardians, caretakers, and unaccompanied youth at the time of enrollment as well as annually at the start of each school year.
- All families that enroll in an Altus School complete a Housing Questionnaire as part of the enrollment process.
- The Housing Questionnaire includes an explanation of the rights and protections a student has as a homeless or unaccompanied youth.
- The Housing Questionnaire is available in languages other than English when spoken by 15 percent or more of students enrolled at Altus Schools. Translations into other languages are provided upon request.
- Completed Housing Questionnaires are reviewed by the Homeless Liaison and trained staff to identify McKinney-Vento students and report annually to the CDE the number of enrolled homeless children and unaccompanied youth. (Education Code Section 48851.)

Additional Identification:

- Families complete a new Housing Questionnaire annually during Master Agreement signing.
- Instructional staff further identify families through the PPEP process and conversations pertaining to the students' needs and home life.
- Instructional staff immediately notify the school liaison when they learn during the year that a family's or student's circumstances have changed and may create transitional housing needs.
- Altus Schools support the identification of students who are experiencing homelessness in the community through a collaborative approach with community educational partners, including county offices of education, shelters, and group homes.

Flowchart for McKinney-Vento Eligibility Determinations

This flowchart is meant to aid decisions about a student's eligibility as homeless and unaccompanied homeless youth under the McKinney-Vento Act (42 U.S.C. 11431 et seq.), but it may not capture every housing situation. For the complete definition of homeless, visit https://nche.ed.gov/mckinney-vento-definition/. For more information on making determinations, see the related issue brief from the National Center for Homeless Education at https://nche.ed.gov/wp-content/uploads/2018/10/det_elig.pdf.



Unaccompanied Youth Eligibility Flowchart

This flowchart is a guide for making determinations of eligibility of unaccompanied homeless youth (UY) for McKinney-Vento services. The McKinney-Vento Homeless Assistance Act defines UY as "a homeless child or youth not in the physical custody of a parent or guardian" (McKinney-Vento Act section 725(6)). There are no age-specific criteria[1] for eligibility in the McKinney-Vento Act. All McKinney-Vento eligibility determinations should be made on a case-by-case basis. When determining eligibility, ground your decision-making in this guiding question:

Can the student go to the same place (fixed), every night (regular), to sleep in a safe and sufficient space (adequate)?

For more information, visit the NCHE publication Supporting the Education of Unaccompanied Youth Experiencing Homelessness.

Why is this student residing with someone other than a parent or a court-appointed legal guardian?

The youth IS an unaccompanied homeless youth if any of the following situations apply:

- The youth is residing in a shelter, transitional housing, or other sleeping arrangement not meant for human habitation.
- **or**
- The family was evicted, cannot find housing together, so parent placed the youth temporarily with a friend or relative.
- **or**
- The youth left home due to danger or conflict; the youth was put out of the home for a similar reason.
- **or**
- The family was homeless before the parent's incarceration or hospitalization, or the caregiver arrangement is not fixed, regular, and adequate.
- **or**
- The family lost housing, parent placed the youth temporarily with a friend or relative.

The youth IS NOT an unaccompanied homeless youth if any of the following situations apply:

- The youth is emancipated and living in a fixed, regular, and adequate living situation.
- **or**
- The parent moved from the area for work, and a plan for the youth's care and support was put into place so the youth can finish school.
- **or**
- The youth moved in with a friend or relative, or a caregiver to play sports, be in a band, attend a magnet school, finish out the year, etc.
- **or**
- The youth did not change residences, and the caregiver moved in; the parent made arrangements for the youth prior to incarceration or hospitalization.
- **or**
- The parent's work schedule was problematic, so the youth is staying with a friend, relative, or caregiver permanently.

Examples of situations that need more information:

- Relative or friend agreed to care for the youth.
- Parent enrolled the youth in school and is no longer present.

[1]If a child or youth is within the state's age range to qualify for public prekindergarten (Pre-K) through 12th grade and meets the definition of *unaccompanied youth*, the child or youth should be enrolled in school and served as a UY under the McKinney-Vento Act.

Email: NCHE.helpline@safalpartners.com | **Phone:** 305-306-8495

NCHE National Center for Homeless Education

Rights of McKinney-Vento Students

- Children and youth who are experiencing homelessness have the right to enroll in school immediately, even if they lack documents or have missed enrollment deadlines during any period of homelessness. We remove any enrollment barriers that would prevent the student from enrolling immediately in school .
- They have the right to attend classes and participate fully in school activities even if immunization records are not provided.
- They have the right to have comparable services – services offered to other students in the school selected.
- They have the right to transportation services or coordination with other districts for shared transportation.
- They have the right to receive special educational services.
- They have the right to all educational services regardless of their current sheltered or unsheltered situation.
- They have the right to free meals provided by the Altus Schools Meal Program.

Rights of Unaccompanied Youth

- Unaccompanied youth are eligible for services under the McKinney-Vento Act regardless of the circumstances that led to their separation from family.
- Unaccompanied youth who are completely on their own will be enrolled in school immediately. We will not prohibit, delay, or discontinue the school enrollment of unaccompanied youth due to an inability to identify a caregiver, guardian, or parent, or produce proof of guardianship.
- Assistance from the liaison to select a school of attendance, whether it is the local attendance area school or the school of origin.

Supports and Services for Students Experiencing Homelessness

At Altus Schools, each child or youth experiencing homelessness shall promptly be provided services comparable to services offered to other students in the schools such as (42 U.S.C. § 11432(g)(4)):

- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency.
- Programs in career and technical education.
- Programs for gifted and talented students.

- Nutrition programs.
- Mental health services.

Through the Pathways Personalized Educational Plan (PPEP) process, instructional staff identify each student's strengths, academic engagement, educational outcomes, as well as academic, behavioral and socio-emotional needs. The PPEP is the mechanism used to personalize our educational program to support each student's unique background and post-secondary pathway. Upon enrollment, the PPEP is created by the student-centered PPEP team that includes the teacher, student, parent/guardian, counselor and support staff. It considers high school graduation requirements, the student's short- and long-term goals, learning styles, previous work, current interests, academic achievement, skills development and standardized test scores. The PPEP is reviewed and updated by the student, parent/guardian, teacher, and relevant support staff on a regular basis throughout the student's enrollment. The Homeless and Foster Youth Liaison is a member of the PPEP team for McKinney-Vento and foster youth.

By utilizing the schools' Multi-Tiered Systems of Support (MTSS) framework, students experiencing homelessness will be offered and provided with strategies, interventions and supports required to ensure their access to the instructional program, academic performance and overall wellness. Additionally, the Homeless and Foster Youth Liaison deploys a monthly intervention survey to teachers to identify barriers that are impacting a homeless student's ability to fully participate in school. When needs are identified, the school will deploy applicable funding sources to remove such barriers and support the educational rights of students experiencing homelessness.

Altus Schools systematically review various data sources to proactively monitor progress and anticipate the needs of students experiencing homelessness. Data that is reviewed to evaluate program effectiveness and delivery of services includes:

- Typology of homeless qualification as identified by the Housing Questionnaire.
- Monthly PPEP Storybook, which disaggregates academic engagement data for student groups, including those experiencing homelessness and foster youth.
- Trends and changes in identification of homeless students year over year.
- Annual Title 1A and applicable funding expenditures.
- Annual LCAP goals and actions.
- Bi-weekly Student Services Center reports of newly enrolled students who potentially qualify for youth in transition graduation requirements.
- CA School Dashboard indicators and equity reports.

Duties of a Homeless Liaison

Under the McKinney-Vento Act, every local educational agency must appoint a local Homeless Education Liaison to serve as the district's lead homeless education contact. The Liaison must remove any barriers these students may face in succeeding in school.

According to the Act [42 U.S.C. § 11432(g)(6)(A)], local liaisons must ensure that:

- Children and youth experiencing homelessness are identified by school personnel through outreach and coordination activities with other entities and agencies.
- Children and youth experiencing homelessness are enrolled in and have a full and equal opportunity to succeed in school.
- Children, youth, and families experiencing homelessness have access to and receive educational services for which they are eligible.
- Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
- Children, youth, and families experiencing homelessness receive referrals to health care, dental, mental health, substance misuse, housing, and other appropriate services.
- Public notice of the educational rights of students experiencing homelessness is displayed in locations frequented by families and youth experiencing homelessness.
- Enrollment/admissions disputes are mediated in accordance with law, Charter School charter, and Board policy.
- Parents, guardians, and unaccompanied youth experiencing homelessness are fully informed of all transportation services, as applicable. The liaison assists in accessing transportation.
- Professional development for all school personnel who provide services to students experiencing homelessness is implemented each year.
- Collaboration with state coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
- Unaccompanied youth are enrolled in school and have opportunities to meet the same challenging state academic standards as other children and youth.
- The LEA reserves Title 1A funds to support the needs of homeless students to remove barriers involved with school enrollment and course completion.
- Ensure the number of students experiencing homelessness is accurately reported in the CDE Consolidated Application and Reporting System, which is used to apply

for categorical program funding and report fund expenditures.

Transportation

In the event that Altus Schools provide transportation services to all students, Altus Schools shall provide comparable transportation services to each homeless child or youth attending (42 U.S.C. § 11432(g)(4).)

If Altus Schools do not otherwise provide transportation services to all students, Altus Schools shall ensure that transportation is provided for homeless students to and from the school, at the request of the parent, guardian, or Liaison if an Altus School is the student's school of origin. Transportation provided by the school will be adequate and appropriate for the student's situation, but the school does not commit to any one method of transportation for all Mckinney-Vento youth.

Professional Development

All administrators, teachers, and employees of Altus Schools, including the Liaison, will be provided with professional development on the identification, services, and sensitivity necessary when dealing with children and youth who are experiencing homelessness.

The Liaison will verify that the school is providing the required training to school personnel who provide services to youth experiencing homelessness at least annually, through the CDE's verification system (Education Code Section 48852.5(c)(2).) The Liaison shall offer training to the Schools' certificated and classified employees providing services to students experiencing homelessness, including, but not limited to, teachers, support staff, and other school staff who work with pupils, at least annually relating to:

1. The Schools' homeless education program policies
2. Recognition of signs that pupils are experiencing, or are at risk of experiencing, homelessness.

Unaccompanied Youth

- The McKinney-Vento Act defines unaccompanied youth as "a homeless child or youth not in the physical custody of a parent or guardian" [42 USC § 11434a(6)].
- Two conditions must be present for a child or youth to be considered an unaccompanied youth under the McKinney-Vento Act:
    - The child's or youth's living arrangement meets the Act's definition of homeless
    - The child or youth is not in the physical custody of a parent or guardian.
- The McKinney-Vento Act includes no program-specific age requirements to qualify as

an unaccompanied youth. Thus, if a child or youth is eligible for K-12 public education in the State, they may be enrolled and served as unaccompanied youth.

Unaccompanied Youth Liaison Supports

Bridge to Higher Education: The local liaison and other school and district personnel play a key role in ensuring that unaccompanied youth are aware of postsecondary education opportunities and have the information and support they need to apply to and enroll in higher education.

- Work with school counselors and other specialized instructional support personnel to ensure that students experiencing homelessness are aware of the following supports:
    - Help to prepare for college and improve their college readiness [42 U.S.C. § 11432(g)(1)(K)]
    - Fee waivers for Advanced Placement (AP) exams, college entrance exams (ACT and/or SAT), and college applications
    - Verification of independent student status for Unaccompanied Youth on the Free Application for Federal Student Aid (FAFSA)3
    - Various need- and merit-based scholarship opportunities

Early College Credit for McKinney-Vento and Foster Youth

Articulated Courses: At Altus Schools, McKinney-Vento and Foster Youth are eligible to participate in articulated courses, which are high school courses that qualify for college credit. Students who complete an articulated course with a grade of B or higher can earn both high school and college credit. These college credits are CSU transferable, with five articulated course options that are also accepted by the UC system.

Dual Enrollment: McKinney-Vento and Foster Youth may also participate in the Altus College Dual Enrollment Program. This program provides Altus Schools' high school students with the opportunity to take college courses tuition-free while completing their high school coursework. College courses can be taken on a college campus or online.

The Deputy Superintendent School Services designates the following staff person as the Charter School Liaison for homeless students:

Ana Maria Rojas
Student Access and Support Services Administrator
arojas@altusschools.net

Foster Youth Rights and Services at Altus Schools:

Altus Schools recognize that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state academic standards, Altus Schools shall provide them with full access to the Schools' educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in each School's local control and accountability plan ("LCAP").

Definitions:

- **Foster youth**: a child who has been removed from their home pursuant to California Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court.
- **Former juvenile court school pupil**: a pupil who, upon completion of the pupil's second year of high school, transfers from a juvenile court school to the Charter School.
- **Currently Migratory Child**: a child who, within the last twelve-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. "Currently Migratory Child" includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
- **Educational Rights Holder (ERH):** a parent, guardian, responsible adult appointed by a court to make educational decisions for a minor pursuant to Welfare and Institutions Code sections 319, 361 or 726, or a person holding the right to make educational decisions for the pupil pursuant to Education Code section 56055.
- **School of origin**: the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the

school that shall be deemed the school of origin.

- **Best interests:** in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.

Within our Board Policy, foster/juvenile court youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be referred to collectively as "Foster and Mobile Youth."

Foster Youth Rights

Right to Immediate Enrollment in School

- Foster youth have a right to immediately enroll in school and begin attending classes, even if they do not have the paperwork normally needed for enrollment (such as birth certificate, transcript, or IEP)
- Foster youth have the right to participate in any activities available at the new school, such as sports teams, tutoring, or after-school clubs, even if the tryout or sign-up deadline is missed.
- Foster youth have the right to immediately enroll in their regular home school after they move placements.

Right to Partial Credit for High School

- See section "Credit and Graduation Rights for Homeless and Foster (Mobile) Youth" below for more details.

Foster Youth Liaison Duties

- Ensure and facilitate the proper educational enrollment in and transition from the Altus School.
- Ensure proper transfer of credits, records, and grades when Foster and Mobile Youth transfer to or from the Altus School.
- When a foster youth is enrolling in an Altus School, the Foster Youth Liaison shall contact the school last attended by the student within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended.
- When a foster youth is transferring to a new school, the Foster Liaison shall provide the student's records to the new school within two (2) business days of receiving the new school's

request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.

- As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.
- As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after- school services.
- Develop protocols and procedures for creating awareness for Charter School staff, including but not limited to Administrator of Instructional Services, School Coordinator and Student Services Coordinator of the requirements for the proper enrollment, placement, and transfer of foster youth.
- Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.
- Monitor the educational progress of foster youth and provide reports to the Student Access and Support Services Administrator or designee and the Governing Board based on indicators identified in Local Control and Accountability Plans.
- The Governing Board designates the following position as the Charter School's liaison for Foster and Mobile Youth:

Ana Maria Rojas
Student Access and Support Services Administrator
arojas@altusschools.net

Credit and Graduation Rights for McKinney-Vento and Foster (Mobile) Youth

The California AB 1806 Pupil Services and SB 532 Pupil Instruction Acts provide guidelines for statewide coursework and graduation requirements for homeless children and youth. Accordingly:

- Altus Schools exempts mobile youth who transfer schools any time after the completion of the student's second year of high school from all coursework and other requirements adopted by the district that are in addition to statewide requirements, unless the student is reasonably able to complete the district's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

- If the Altus School counselor determines that a mobile youth is reasonably able to complete the district's graduation requirements within the student's fifth year of high school, the district shall do all the following:
    - Inform the student of the option to remain in school for a fifth year to complete the district's graduation requirements.
    - Inform the student, and the student's educational decision maker, about how remaining in school for a fifth year to complete the district's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
    - Provide information to the student about transfer opportunities available through the California Community Colleges.
- To determine whether a mobile youth is in the third or fourth year of high school, Altus Schools will use either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment, to qualify the student for the exemption.
- Within 30 calendar days of enrollment, Altus Schools shall notify the student, the student's educational decision maker, and the LEA Homeless Liaison of the availability of the exemption and whether the student qualifies for an exemption.
- If a mobile youth is exempted from local graduation requirements and completes statewide coursework requirements before the end of their fourth year in high school and would otherwise be entitled to remain in attendance at the school, Altus Schools will not require or request that the student graduate before the end of their fourth year.
- A mobile youth who is eligible for the exemption from local graduation requirements and would otherwise be entitled to remain in attendance at the school shall not be required to accept the exemption or be denied enrollment in, or the ability to complete, courses for which he or she is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.
- If a mobile youth is not exempted from local graduation requirements or has previously declined the exemption, a district shall exempt the student at any time if an exemption is requested by the student and the student qualifies for the exemption.
- If a mobile youth is exempted from local graduation requirements, a district shall not revoke the exemption.
- A district shall not require or request that a homeless student transfer schools in order to qualify for an exemption from local graduation requirements.

Graduation Requirements and Timelines

In accordance with California Education Code § 51225.1:

- If an LEA determines that a student experiencing homelessness or foster and mobile youth is not reasonably able to complete the LEA's graduation requirements within the student's fifth year of high school, but is reasonably able to complete the statewide coursework requirements within the student's fifth year of high school, the LEA shall exempt the student from the LEA's graduation requirements and provide the student the option to remain in school for a fifth year to complete the statewide coursework requirements.
- If an LEA determines that a student experiencing homelessness is reasonably able to complete the LEA's graduation requirements within the student's fifth year of high school, the LEA shall:
    - Consult with the student and the person holding the right to make educational decisions for the student (hereafter educational decision maker) regarding the student's option to remain in school for a fifth year to complete the LEA's graduation requirements.
    - Consult with the student and educational decision maker about how remaining in school for a fifth year to complete the LEA's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
    - Consult with and provide information to the student about transfer opportunities through the California Community Colleges.
    - Permit the student to stay in school for a fifth year to complete the LEA's graduation requirements upon agreement with the student (if 18 years of age or older) or the educational decision maker (if the student is under 18 years of age).
    - Consult with the student and educational decision maker about the student's option to remain in the student's school of origin.

Partial Credit

In accordance with California Educatio Code § 51225.2:

- Altus Schools accepts coursework satisfactorily completed by a McKinney-Vento/foster student while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed.
- Altus Schools will not require McKinney-Vento/foster students to retake a course if the student has satisfactorily completed the entire course in a public school, a juvenile court school, school in a country other than the United States, or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, Altus Schools will not require the student to retake the portion of the course the student completed unless

the district or COE, in consultation with educational decision maker, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the McKinney-Vento/foster student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course.

- The McKinney-Vento/foster student shall not be prevented from retaking or taking a course to meet the eligibility requirements for admission to the California State University or the University of California.

Additional Resources to All Students Experiencing Homelessness, Unaccompanied, Foster and Mobile Youth

- **Technology:** WIFI and data capable Chromebooks are provided to all students to facilitate full access to the instructional program.

- **Altus Schools Mental Health and Wellness Hub:** Students may visit https://altusgo.com/hub/ to find access to support helplines, mental and physical health topics, and resources specific for homeless, runaway, and foster youth.

- To see the complete school board policies for Education for Homeless Children and Youth and Education for Foster and Mobile Youth, please visit your Altus School's website.

Appendix: Housing Questionnaire

Housing Questionnaire

Student Name

CA

Phone Number | Street Address (include apt. number) | City | State | Zip

The Federal McKinney-Vento Assistance Act provides services for students identified in certain living situations. This act requires schools to have all families fill out an annual housing questionnaire. Completing this form will assist us in identifying students that qualify for the services specified in the Act. This information is confidential and only shared with the appropriate school district and site staff.

Presently, what is your or your family's nighttime living situation?

- ☐ **Hotel or Motel**
- ☐ **Emergency Shelter, Temporary Transitional Housing, Domestic Violence Shelter, or Youth Shelter**
- ☐ **Living with another person or family due to which reason**:
  - ☐ Loss of housing (due to eviction, or an inability to pay the rent or other bills, OR due to destruction of or damage to the previous home)
  - ☐ Economic hardship (an accident or illness, loss of employment, loss of public benefits, or condition of previous poverty forcing families to share housing temporarily)
  - ☐ A long-term living arrangement by choice to save money. You co-lease/co-own.
  - ☐ Other. Explain: _____
- ☐ **Unsheltered –** in a car, park, RV or tent campground, abandoned building or other inadequate housing.
- ☐ **Unaccompanied Youth**–is a youth who is not in the physical custody of a parent or guardian AND no legal guardianship has been obtained.
  - ☐ Explain current nighttime arrangement: _____
- ☐ **Fixed, Regular, Adequate Permanent Housing** – My name is on the mortgage, or rental agreement of my house/apartment. No other family shares this space.

With whom does the student live? *(Select all that apply)*

- ☐ Parent(s)
- ☐ Foster Family
- ☐ Legal Guardian (processed with courts)
- ☐ Caregiver with Affidavit
- ☐ Grandparent, Aunt/Uncle
- ☐ Licensed Children's Institution: _____
- ☐ Self (unaccompanied or emancipated)

Housing Questionnaire

Your child or children may have the right to:

- Immediate enrollment in the school they last attended (school of origin) or the local school where you are currently staying, even if you do not have all the documents normally required at the time of enrollment.
- Continue to attend their school of origin, if requested by you and it is in the best interest.
- Receive transportation to and from their school of origin, the same special programs, and services, if needed, as provided to all other children, including free meals and Title I.
- Receive the full protections and services provided under all federal and state laws, as it relates to homeless children, youth, and their families.

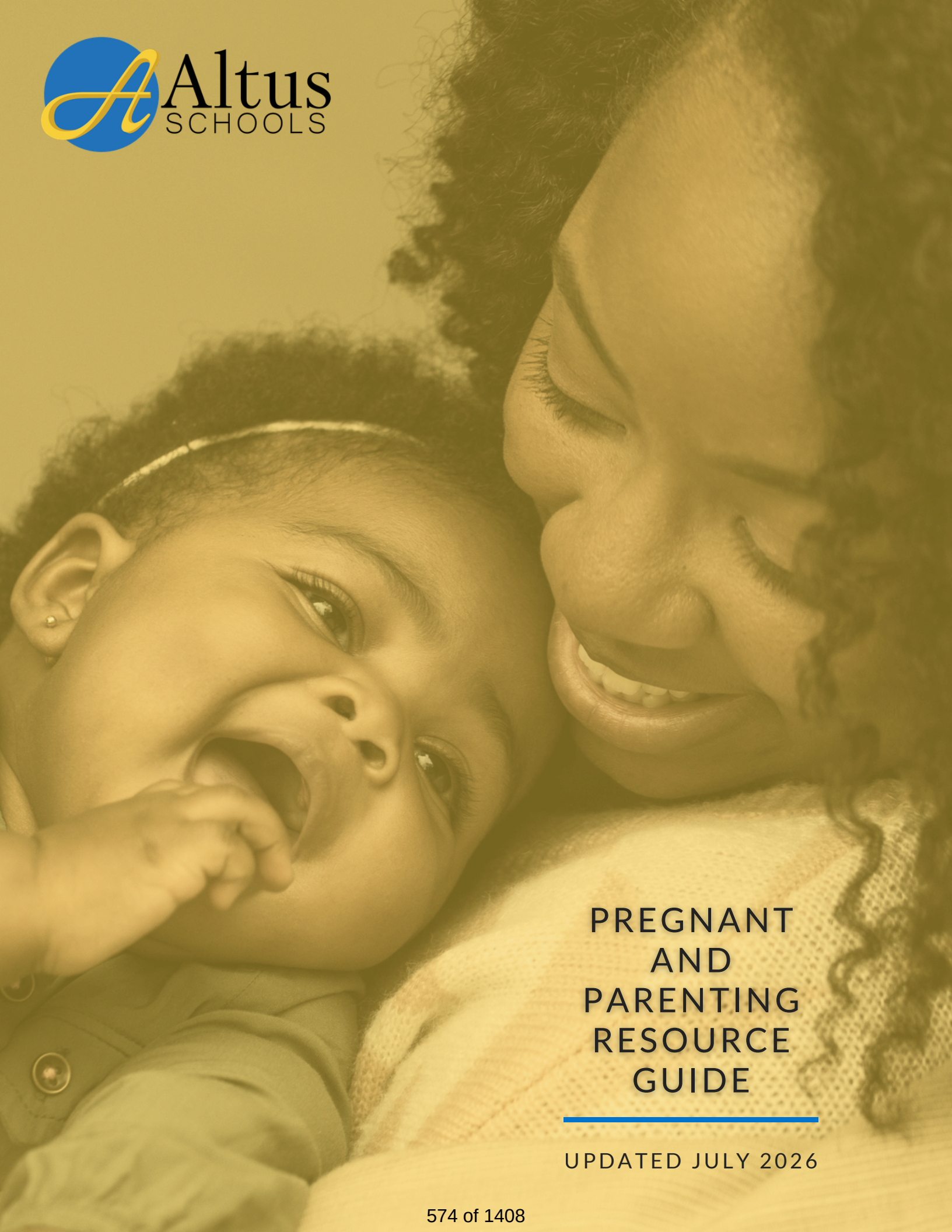
The undersigned parent/guardian/caregiver certifies that the information provided above is correct and accurate.

Print Parent/Guardian/ERH Name Signature Date

If you have any questions about these rights, or if your living situation is in transition, please contact Homeless Liaison, Ana Maria Rojas, by phone at (858) 678-4818 or by email at arojas@altusschools.net

APPENDIX S

PREGNANT AND PARENTING PLAN



Altus SCHOOLS

PREGNANT AND PARENTING RESOURCE GUIDE

UPDATED JULY 2026

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I. Introduction

The Altus Schools Pregnant and Parenting Resource Guide is a comprehensive tool that informs and supports pregnant and parenting students through their unique educational journey. It underscores the importance of accessibility to education and provides an overview of students' rights and protections. The guide also acts as a bridge to vital support services, both academic and personal, which are crucial for balancing the demands of parenthood with the pursuit of academic goals.

Altus Schools strive to provide each student with individualized support to reach their academic goals. Credentialed School Nurses work directly with pregnant and parenting students to provide the personalized health support needed to maintain their health and wellness, successfully navigate school, and develop life skills needed for post-secondary education and/or career.

II. Legal Rights and Protections

Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 *et seq.*, is a Federal civil rights law that prohibits discrimination on the basis of sex—including pregnancy and parental status—in educational programs and activities. All public and private schools, school districts, colleges, and universities receiving any Federal funds ("schools") must comply with Title IX.

Here are some things you should know about your rights:

Classes and School Activities – your school MUST:

- Allow you to continue participating in classes and extracurricular activities even though you are pregnant. This means that you can still participate in advanced placement and honors classes, school clubs, sports, honor societies, student leadership opportunities, and other activities, like after-school programs operated at the school.

- Allow you to choose whether you want to participate in special instructional programs or classes for pregnant students. You can participate if you want to, but your school cannot pressure you to do so. The alternative program must provide the same types of academic, extracurricular and enrichment opportunities as your school's regular program.

- Allow you to participate in classes and extracurricular activities even though you are pregnant and not require you to submit a doctor's note unless your school requires a doctor's note from all students who have a physical or emotional condition requiring treatment by a doctor. Your school also must not require a doctor's note

from you after you have been hospitalized for childbirth, unless it requires a doctor's note from all students who have been hospitalized for other conditions.

- Provide you with reasonable adjustments, like a larger desk, elevator access, or allowing you to make frequent trips to the restroom when necessary because of your pregnancy.

Excused Absences and Medical Leave – your school MUST:

- Excused absences due to pregnancy or childbirth for as long as your doctor says it is necessary.

- Allow you to return to the same academic and extracurricular status as before your medical leave began, which should include giving you the opportunity to make up any work missed while you were out.

- Ensure that teachers understand the Title IX requirements related to excused absences/medical leave. Your teacher may not refuse to allow you to submit work after a deadline you missed because of pregnancy or childbirth. If your teacher's grading is based in part on class participation or attendance and you missed class because of pregnancy or childbirth, you should be allowed to make up the participation or attendance credits you didn't have the chance to earn.

- Provide pregnant students with the same accommodations available to students with temporary medical conditions.

Harassment – your school MUST:

- Protect you from harassment based on sex, including harassment because of pregnancy or related conditions. Comments that could constitute prohibited harassment include making sexual comments or jokes about your pregnancy, calling you sexually charged names, spreading rumors about your sexual activity, and making sexual propositions or gestures, if the comments are sufficiently serious that it interferes with your ability to benefit from or participate in your school's program.

Policies and Procedures – your school MUST:

- Have and distribute a policy against sex discrimination. It is recommended that the policy make clear that prohibited sex discrimination covers discrimination against pregnant and parenting students.

- Adopt and publish grievance procedures for students to file complaints of sex discrimination, including discrimination related to pregnancy or parental status.

- Identify at least one employee in the school or school district to carry out its responsibilities under Title IX (sometimes called a "Title IX Coordinator") and notify all students and employees of the name, title, and contact information of its Title IX Coordinator. These responsibilities include overseeing complaints of discrimination against pregnant and parenting students.

Helpful Tips for Pregnant and Parenting Students:

- Ask your school for help—speak to your Teacher and School Nurse regarding what your school can do to support you in continuing your education.
- Keep notes about your pregnancy-related absences, any instances of harassment and your interactions with school officials about your pregnancy and immediately report problems to your Resource Center's School Coordinator.
- If you feel your school is discriminating against you because you are pregnant or parenting, you may file a complaint:
    - Contact your Resource Center's School Coordinator.
    - With the U.S. Department of Education, Office for Civil Rights (OCR), even if you have not filed a complaint with your school. If you file with OCR, make sure you do so within 180 days of when the discrimination took place at (800)421-3481.
    - In court, even if you have not filed a complaint with your school or with OCR.
- You may refer to the State of California Education Code, Section 46015 for more details.
- Call your school and ask to speak to the School Nurse at (858) 678-2020.
- Contact the Title IX Coordinator, Elizabeth Orona, at eorona@altusschools.net or (858) 678-4811.

III. Support Services and Curriculum

Support through the PPEP Process

All students at Altus Schools are engaged by delivering programs and services through our Key Process – the Pathways Personalized Education Plan (PPEP). Upon enrollment, the PPEP is created by the student-centered PPEP team that includes the teacher, student, parent(s), counselor and support staff. It considers high school graduation requirements, the student's short- and long-term goals, learning styles, previous work, current interests, academic achievement, skills development, and standardized test scores. It also considers a student's behavioral and social-emotional needs so students can be connected to support programs and resources that support their physical and mental health needs. The PPEP is reviewed and updated by the student, parent/guardian, teacher, and

relevant support staff regularly throughout the student's enrollment. As such, students who become pregnant or parenting at any point during enrollment, will be connected to the Altus Schools' Health Department for support.

Support through the Health Department

The Altus Schools Health Department composed of Credentialed School Nurses provides several supports to students who are pregnant or parenting to ensure that they have access to health care, community resources, and key information personalized to each student. Once a student or parent/guardian notifies their teacher that the student is pregnant or parenting, the teacher initiates the support process by notifying the School Nurse.

- The School Nurse will contact the student directly to complete a needs assessment form, which will help identify necessary health and community resources.
- The School Nurse will offer the student to complete a *Release of Information* to ensure student has access to health support and/or services while completing their education.
- The School Nurse will connect student and/or parent/guardian with appropriate resources.
- The student will be provided with a Pregnant and Parenting Resource Guide and First 5 Kit.
    - The Pregnant and Parenting Resource Guide contains information about Title IX Rights, Health Provider Form, Courses for Pregnant and Parenting Support and a directory of local community flyers as a reference resource for the pregnant and parenting student.
    - The First 5 Kit contains items such as California Parent Guide, Numbers touch-and-Feel book, What To Do When Your Child Gets Sick book, and more.
- The School Nurse will provide continued availability during school hours to ensure that the student is supported with community resources and/or referrals needed to maintain optimal health and wellness as a pregnant or parenting student.

The ongoing support from the student's PPEP team (i.e., Teacher, School Nurse, instructional and support staff) ensures that the pregnant and parenting students feel safe and supported as they navigate through their educational pathway at Altus Schools and continue to prepare for postsecondary plans.

Curriculum

Child Development 1,2

This Child Development pathway exposes students to the areas of scientific and sociological research in human development through middle childhood; theories and perspectives of child development, including biosocial, cognitive and psychosocial development; genetics and disorders; prenatal development, harm to the fetus, and birth; nutrition; new family dynamics; and career pathway topics including, various roles in the field, professionalism, safety, state regulations, learning environments, the industry and its effects on the economy and community, the day care setting, early childhood

schooling, and challenges for caregivers. Students will gain an understanding of opposing perspectives through case studies and scientific interpretations. Students will also incorporate analytical reading of textbook and internet resources; writing, listening, and speaking through research projects and a final portfolio; and gather real-life, relevant, and practical insight into the developing person through observations and interviews in their community.

As part of the Child Development Pathway available to all students, pregnant and parenting students are also encouraged to continue completion of Child, Family & Community courses through college dual enrollment. Depending on their location, students may choose to complete these courses through our multiple college partnerships.

IV. Teen Pregnancy Health Care Resources

San Diego County

1. 2-1-1 San Diego

Phone: Dial "211"

Website: www.211sandiego.org

2-1-1 is a free, 24-hour, confidential phone service in 200+ languages and a searchable online database for community resources: health and wellness, enrollment services (Medi-Cal, CalFresh, CARE, and Covered California), housing and utilities, food assistance, disaster support, and military and veterans support, and more.

2. Birthline of San Diego County/Pregnancy and Family Support Center

Phone: 858-270-2491

Website: www.birthlineofsandiego.org

Email: info@birthlineofsd.org

Birthline is a women's center that supports pregnant women and young families in need. and provides basic necessities such as food, diapers, pregnancy tests, children's clothing, formula and other baby items (when available).

3. Healthy Families San Diego County

Website: https://healthyfamiliessdc.org/

Home visiting services are provided by San Diego County nurses that utilize a home visiting model provided by Healthy Families America (HFA). Designed to support new parents, caregivers, and their families, this evidence-based home visiting model will continue to promote child well-being and provide families with family-focused and empathic support in the home. Healthy Families America home visiting services empower families and communities, strengthens parent-child relationships, promotes healthy child development, and enhances family well-being. Their singular vision: all children receive nurturing care from their family that leads to a healthy, long, and successful life. The program may begin during any stage of pregnancy or early parenting, and the length of service varies.

- Pregnant teens
- Concerns about substance use
- Lack of prenatal care
- Difficult relationships
- Current or history of pregnancy loss or early birth
- Current or history of high-risk pregnancies
- High-risk infants
- History or current prenatal or postpartum depression
- Children with developmental delays
- Difficulty bonding

If you are interested in this service, please contact your School Nurse and request a referral. You may also send an email to PersimmonySupport.HHSA@sdcounty.ca.gov, visit the website https://familysupportconnection.org/contact/ or dial 2-1-1 to get more information.

4. FIRST 5 San Diego

Phone: 1-888-5 FIRST 5 or 1-888-534-7785

Website: http://first5sandiego.org

First 5 San Diego wants to help new parents be the best parents they can be by providing education, information, and resources specially designed for San Diego families.

5. San Diego Head Start Program

Phone: (858)715-2642

Email: headstart@neighborhoodhouse.org

Website: www.neighborhoodhouse.org

Head Start offers parents opportunities and support as they identify and meet their own goals, nurture their children in the context of their family and culture, and advocate for communities that support children and families of all cultures.

6. Perinatal Care Network (PCN)

Phone: 1-800-675-2229

Website: Perinatal Care Network (sandiegocounty.gov)

PCN is in partnership with 2-1-1 and First 5 First Steps and provides services for new or expectant mothers who need assistance with prenatal care, pregnancy-related Medi-Cal, scheduling first prenatal appointments, transportation assistance, links to community services and resources. Services and programs offered:

- Home Visiting Program (619)285-6480
- Department of Health Care Services
- Black Infant Health (BIH) Program
- CHDP Health Care Program for Children in Foster (HCPCFC)
- Chronic Disease and Health Equity (CDHE)
- Comprehensive Perinatal Services Program (CPSP)
- Fetal and Infant Mortality Review (FIMR) Program
- First 5 First Steps
- Maternal Child Health, Nurse Family Partnership
- Office of Violence Prevention (OVP)
- Oral Health Programs

- Perinatal Equity Initiative (PEI)
- San Diego Kids Health Assurance Network (SD-KHAN)
- Sudden Infant Death Syndrome (SIDS)
- Tobacco Control Resource Program (TCRP)

7. Family Health Centers of San Diego – Reproductive Health Services

Phone: 619-515-2300

Website: https://www.fhcsd.org/reproductive-health-services/

Multiple clinic locations are available (North County and San Diego County). Reproductive health services include Family Planning and Counseling, Prenatal Support Services, STD Screening and Treatment, OB/GYN exams and screenings. Additional services include LGBTQ Services, Transgender Health Services, Medication Assisted Treatment Program, Youth Behavioral Health Services and more.

8. Neighborhood Healthcare

Pediatrics and Prenatal (specialty only for children and pregnant women)
Phone: 1-833-867-4642 (Call for appointment)
Click here to find your neighborhood location
Website: www.nhcare.org

Neighborhood Healthcare has many locations throughout San Diego County and Riverside Counties. Programs that they offer: *Covered California, Medi-Cal, Cal*-Fresh, Feeding San Diego, Every Woman Counts (Breast Cancer), Diabetes Group Classes, Project Dulce, Teen Wellness Program. In addition, they provide services for medical, dental health, and behavioral health. Fees are based on a sliding scale.

9. Sharp Mary Birch Hospital

Phone: (800) 827-4277 Weekdays, 9 am to 4:30 pm

Website: https://www.sharp.com/health-classes/category/pregnancy-and-childbirth-10

Provides childbirth preparation classes if the teen is giving birth at Sharp Mary Birch Hospital. Other classes are offered for a fee.

10. Women, Infants and Children Program (WIC) San Diego

Website:

https://www.cdph.ca.gov/Programs/CFH/DWICSN/Pages/Program- Landing1.aspx

The WIC Program is a nutrition-assistance program dedicated to improving the health and development of pregnant parents and families with little ones under the age of five. There are five agencies in San Diego County that offer WIC services (American Red Cross, San Diego State University Research Foundation, Scripps Health, San Ysidro Health, and TruCare). Please see the WIC flyer for websites, contact information, hours, and locations.

11. YMCA of San Diego County

Childcare Resource Service

Phone: (858) 292-YMCA (9622); Childcare referral: 1-800-481-2151

Website: https://www.ymcasd.org/community-support/childcare-resource-service

Click here to contact YMCA of San Diego County for Questions, Feedback, and Requests

Assists in finding quality childcare and assists income eligible families with childcare costs.

Riverside County

1. First 5 Riverside County

Phone: 1-800-266-3880

Address: 585 Technology Court, Riverside, CA 92507

Website: https://rccfc.org/resources/community-programs

Helping children achieve the best start in life. First 5 Riverside County First 5 invests in partnerships that promote, support and enhance the health and early development of children, prenatal through age 5, their families and communities. Please go to the website to find the community programs that they offer.

2. Head Start and Early Head Start, Riverside County Office of Education

Riverside Office: (951) 826-6530

3939 Thirteenth Street
Riverside, California 92501

Murrieta Office: (951) 249-8800

38670 Sky Canyon Drive, Suite 200
Murrieta, California 92563

Indio Office: (760) 863-3000

47-110 Calhoun Street
Indio, California 92201

Website: https://www.rcoe.us/departments/early-education-services/early-education-programs/head-start-and-early-head-start

Head Start is a federal program that promotes the school readiness of children from birth to age five from low-income families by enhancing their cognitive, social, and emotional development. Head Start emphasizes the role of parents as their child's first and most important teacher.

3. Riverside University Health System Public Health Nursing/Maternal Child & Adolescent Health

Phone: (800)794-4814

Hours of Operation: Monday- Friday 8am-5pm

Email: MCAHRivcoReferral@ruhealth.org

Website: https://www.ruhealth.org/public-health/nursing-maternal-child-adolescent- health

Services support (Include) women in having healthy babies, ensuring children grow and develop both socially and emotionally, while also fostering positive parent/child relationships. Programs support wellness throughout the entire lifespan (free of cost) and there is no cost for any of the services. Services and programs offered:

- Black Infant Health (BIH) Program
- Cal-Learn Program
- Comprehensive Perinatal Services Program (CPSP)

- Enhanced Children Services (EMS) under Public Health
- Health Care Program for Children in Foster Care
- Perinatal Equity Initiative (PEI)
- Sudden Infant Death Syndrome (SIDS)
- Wraparound Program

San Bernardino County

1. First 5 San Bernardino

Address: 735 E. Carnegie Drive, Suite 150, San Bernardino, CA 92408

Phone: (909) 386-7706

Website: https://first5sanbernardino.org/

Email: First5@cfc.sbcounty.gov

Promotes, supports and enhances the health and early development of children prenatal through age five and their families and communities.

2. Head Start Preschool Services

Phone: 1-888-543-7025 or 1-888-KIDS 025

Website: https://psd.sbcounty.gov/

Address: 8163 Rochester Ave. Rancho Cucamonga, CA 91730

PSD offers a variety of programs that serve families from prenatal care and with children 0 to 5 years of age. Children who attend Head Start receive comprehensive development services. Services are free and available to qualifying families from low- income backgrounds and include enrollment options for children in foster care, children with special needs, and those who are homeless. Along with school readiness, children in our program benefit from health, nutritional, dental and other services to support child wellness.

3. Maternal, Child and Adolescent Health (MCAH)

Address: 351 N. Mountain View Avenue, San Bernardino, CA 92415

Phone: 1-800-782-4264 (24 hours); After Hours Phone: (800) 472-2376

Website: https://dph.sbcounty.gov/programs/fhs/mcah

The San Bernardino County Maternal, Child and Adolescent Health (MCAH) Program's mission is to improve health outcomes of the county's reproductive age women, infants, children, adolescents and their families.

4. San Bernardino County Public Health, Teen Health

Website: https://dph.sbcounty.gov/programs/clinics/teen-health/

Confidential and affordable health care services that include birth control, STD testing & treatment, pregnancy testing, mental health services.

Free Baby Help

The following are **websites** with useful information on baby needs and development:

1. **www.babycenter.com**

   Information, advice, and resources from pregnancy through childhood.

2. **www.welcomeaddition.com (sponsored by Similac).**

   Expert nutritional guidance from pregnancy through baby's first year and coupons for free merchandise.

3. **www.enfamil.com**

   Information on nutrition, feeding, and development.

V. Community Programs and Resources

The following section is a collection of resources and information from community programs.

RESOURCES

Families, Youth & Children

211 San Diego is a nonprofit organization, connecting you to the community and health services you need.

Call 2-1-1 for Guided Help

Navigating different services and their eligibility requirements can be tough for parents and guardians. Our local, professionally trained staff is available 24/7 to help you find the services you need.

- **Call 2-1-1.** 24 hours a day, every day.
- **Search Online.** Search 211sandiego.org to find free or low-cost services.

Health Coverage & Care

- Learn about health coverage options
- Apply for health coverage
- Use your health coverage

Food & Diaper Assistance

- Find food and diaper bank locations
- Learn about public benefits like CalFresh and WIC
- Access FREE student breakfasts and lunches

Tax Credits and Free Tax Preparation

- Schedule an appointment for free tax preparation
- Learn about the California Earned Income Tax Credit (CalEITC)

Other Referrals We Offer

- Child Development Services
- Childcare Resources
- Parenting Support
- Preschool Programs
- Pregnancy and Perinatal Care
- Internet Access
- Technology Access and Discounts
- Foster Children/Families Services
- Flu and Other Immunizations
- Holiday Assistance
- Legal Aid and Advocacy
- Camps and Summer Programs
- Summer Lunches
- Clothing and Other Material Goods
- Hygiene Products
- Special Assistance for Military Families
- **And More!**

Did You Know?

211 San Diego provides free over-the-phone assistance to help you enroll into the Supplemental Nutrition Assistance Program (SNAP), also known as CalFresh. Dial 2-1-1 to schedule your appointment.

24 Hours a Day, Every Day

MORE THAN 200 LANGUAGES

211sandiego.org @211sd @211sd 211 San Diego 211 San Diego

Familias, Jóvenes y Niños

211 San Diego es una organización sin fines de lucro que lo conecta a servicios que necesite tanto en la comunidad como de salud.

Marque el 2-1-1 para Asistencia Guiada

Explorar los diferentes servicios y sus requisitos de elegibilidad puede ser difícil para padres y tutores. Nuestro personal local, con capacitación profesional, está disponible las 24 horas, los 7 días de la semana para ayudarle a encontrar los servicios que necesita.

- **Llame al 2-1-1.** 24 horas del días, cada día.
- **Búscar en línea.** Busque 211sandiego.org para encontrar gratuitos o de bajo coste.

Cobertura y Asistencia Médica

- Conozca las opciones de cobertura de salud
- Solicita cobertura médica
- Utiliza tu cobertura médica

Food & Diaper Assistance

- Encuentra ubicaciones de bancos de alimentos y pañales
- Infórmate sobre beneficios públicos como CalFresh y WIC
- Accede a desayunos y almuerzos estudiantiles GRATUITOS

Créditos Fiscales y Preparación gratuita de Declaraciones Fiscales

- Programe una cita para la preparación gratuita de impuestos
- Infórmese sobre el Crédito Tributario por Ingreso del Trabajo de California (CalEITC)

Derivaciones a Otros Recursos

- Servicios de desarrollo infantil
- Recursos de cuidado infantil
- Apoyo para padres
- Programas de preescolar
- Pañales
- Embarazo y cuidados perinatales
- Acceso a Internet
- Acceso a tecnología y descuentos
- Vacuna contra la gripe y otras
- Asistencia y descuentos en servicios públicos
- Asistencia en vacaciones
- Asistencia jurídica y defensa
- Campamentos y programas de verano
- Almuerzos de verano
- Ropa y otros bienes materiales
- Productos de higiene
- Asistencia especial para familias de militares
- ¡Y mucho más!

¿Sabía que...?

211 San Diego ofrece asistencia telefónica gratuita para inscribirse en el Programa de Asistencia Nutricional Suplementaria (SNAP), también conocido como CalFresh. Llame al 2-1-1 para programar su cita.

Las 24 horas del Día, Todos los Días
Más de 200 idiomas

211sandiego.org @211sd @211sd 211 San Diego 211 San Diego

IF YOU ARE PREGNANT,

CALL THE PERINATAL CARE NETWORK (PCN)

1-800-675-2229

OUR NO-COST SERVICES CAN HELP YOU:

- Apply for expedited Medi-Cal
- Get linked to a prenatal care provider
- Get transportation assistance for prenatal care appointments
- Get linked to WIC and other pregnancy services in your area
- Receive information and services to help you stay healthy after your baby is born
- Get referrals for health check-ups and shots for your baby

For more information, call PCN at 1-800-675-2229.

County of San Diego Health and Human Services Agency. The Perinatal Care Network is supported by funds received from the California Department of Public Health Maternal, Child, and Adolescent Health Division.

COUNTY OF SAN DIEGO HEALTH AND HUMAN SERVICES AGENCY | LIVE WELL SAN DIEGO | Perinatal Care Network COUNTY OF SAN DIEGO | PHAB Advancing Public Health Performance

soluna
a CalHOPE Program

Your space to be you

Welcome to Soluna — the mental health app where you can destress, reset, and bounce back. ***Free*** **for Californians ages 13 to 25.**

Support in your time, **on your terms**

1:1 coaching

Schedule ahead or drop-in for a quick chat with a mental health coach. Zero cost, zero pressure.

Interactive tools

Log your mood, set personal goals, and bring calm to your day with a selection of in-app features.

Peer connection

Ask questions, offer advice, or just stay in the know about trending community topics.

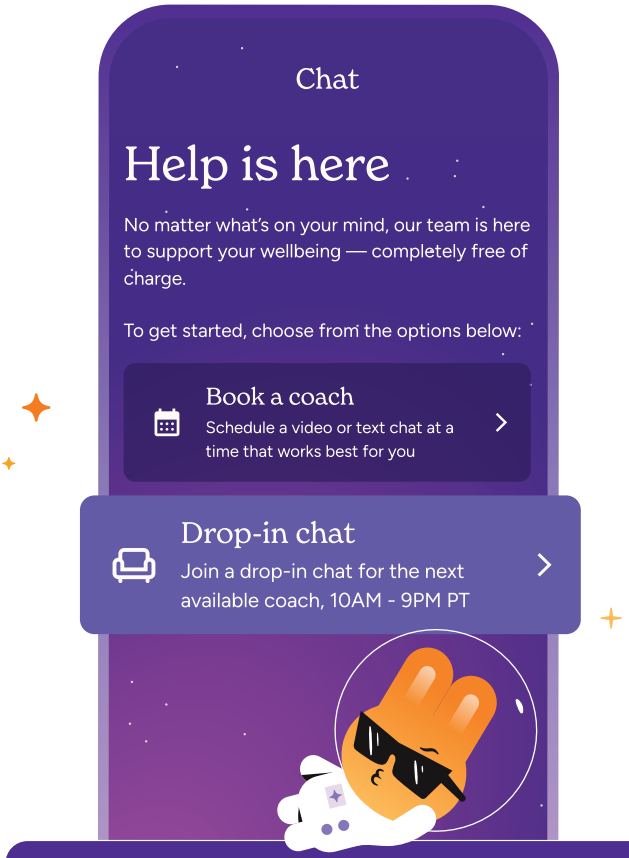
Just-for-you content

Explore short quizzes, text chats, and articles developed with your unique challenges in mind.

Local care — a convo away

Get free and personal support connecting to local resources like medical care, housing, food banks, and more.

No ads. No subscription. Just **free**, on-demand mental health support ***funded by DHCS.***



Scan the QR code to start your journey

Download on the App Store

GET IT ON Google Play

Cal-Learn

Cal-Learn is a statewide program for pregnant and parenting teens in the California Work Opportunity and Responsibility to Kids (CalWORKs) program. This program encourages pregnant and parenting teens to graduate from high school or its equivalent, become independent, and form healthy families. Participants receive case management to support education, health and social services, childcare, transportation, and educational expenses. Students also receive cash bonuses for maintaining school attendance and receiving satisfactory grades. There is also a one-time bonus for graduating high school or attaining an equivalent high school diploma. https://www.cdss.ca.gov/cal-learn

Who is it for?

Pregnant/parenting teens who are receiving CalWORKs are required to participate in Cal-Learn if:

- They are under the age of 19
- They live in the same household as their child
- They have not graduated from high school or its equivalent
- They are not in foster care

How to Apply:

Pregnant/parenting teens may apply for Cal-Learn services at a county social services agency office located in the county where they live. Website to locate local CAL LEARN office: http://www.cdss.ca.gov/County-Offices

Riverside County Public Social Services
Call for the nearest district office: (877) 410-8827 **Toll Free**
https://rivcodpss.org/

San Bernardino County Human Services
Call or check website for nearest location: (877) 410-8829 **Toll Free**
https://www.cdss.ca.gov/cal-learn

San Diego County Health and Human Services
Call for the nearest district office: (866) 262-9881 **Toll Free**
https://www.sandiegocounty.gov/content/sdc/hhsa/programs/ssp/calworks/cal_learn_reqs.html

What is Cal-Learn?

Cal-Learn is a statewide program for pregnant and parenting teens, both moms and dads, who receive CalWORKs/TANF. It is not a school. The goal of Cal-Learn is to help teens graduate from high school, become independent and form healthy families.

Do I have to Participate?
If you are a pregnant or parenting teen receiving CalWORKs/TANF, you must participate in Cal-Learn. Some teens can become exempt from the program or delay participating under special circumstances.

To Qualify for Cal-Learn you must:

- live in the same household as your child
- be under 19 years of age
- not yet have a high school diploma or GED
- not be in fostercare

For more information and details about your participation in Cal-Learn talk to your county Cal-Learn program staff.

Getting Your Diploma

Once in Cal-Learn you will get a case manager who will help you develop a plan to finish high school or earn a GED. If you are not currently attending school, your case manager will assist you in getting back into school or find the right school to meet your needs. The program includes:

Assessment determine what services and support you need so you can meet your educational goals.

Develop a plan so you can receive the services you need and get into school.

Take action to put you on the road to reaching your goals.

Tracking to ensure you are making progress toward your diploma or GED and meeting other goals.

Periodic plan review to identify what works and what doesn't.

Earn a Cash Bonus or a Sanction

Cal-Learn rewards good school performance and penalizes poor school performance.

Do well and earn a bonus:
Receive good grades and turn in your report card each time it's issued = $100 added to your family's grant for each report card period. Graduate from high school = $500 to you.

Do poorly and earn a sanction:
Receive below a D average or fail to turn in your report card each time it's issued = $100 taken away from your family's grant for each report card period.

Case Management for Your Success

Your case manager will help you with more than just school. A wide range of support services may be available to help you meet the challenges you face as a teen parent such as:

Child Care Expenses
The Cal-Learn program may help pay for child care while you attend school. If you are working and going to school, you may also qualify for child care while you are at work.

School Expenses
The GED test, books and lab fees are some of the things that the Cal-Learn program may help you buy for school.

Transportation expenses
You may be able to get help paying for transportation to get to and from school.

Support Services
Your case manager may provide you with referrals to other agencies dealing with a variety of concerns you may face including:

- legal issues
- health issues
- domestic violence
- housing

Additional Services

You may be able to get other services to support yourself and your family while you work on your Cal-Learn goals. Additional services may include:

WIC
The Women, Infants and Children program, better known as WIC, is a supplemental food and nutrition program that may provide you with nutrition education, healthy foods and breast-feeding advice.

CalFresh
Through this program you may get assistance to purchase food for your family.

Medi-Cal
Through Medi-Cal you may receive prenatal health care and a check-up after your baby is born. You may also be eligible for general health care. Your baby may also receive medical services such as immunizations and well-baby care.

Family Planning Services
Once your baby is born, you will want to consider your birth control options. No-cost and low-cost family planning services are available to help you do just that. Your doctor can advise you as to which birth control method is best for you. It's important to note that women can get pregnant again while breast-feeding their baby.

Other support services may also be available. Talk to your case manager for more information and assistance.

County Stamp Box

For more information about Cal-Learn, contact:

All persons in the photographs are models and used for illustrative purposes only.

State of California
Health and Human Services Agency
Department of Social Services

PUB 367 (04/13)

CDSS
CALIFORNIA DEPARTMENT OF SOCIAL SERVICES

Reach For Your Dreams with Cal-Learn

A statewide program to help pregnant and parenting teens who are receiving CalWORKs/TANF complete high school, become independent and form healthy families.

NO WAITING IN LINE

Apply for CalFresh, Medi-Cal and/or CalWORKs

*The **minimum** information required to submit an application is:*

• Name • Address • Signature

Online

- At MyBenefitsCalWIN.org
  - Check the status of your benefits, submit documents, reports and renewals
- To Apply for CalFresh Only: GetCalFresh.org

SCAN ME

SCAN ME

On the Phone or In Person

- Call 2-1-1
  - Request general information
- At your local Family Resource Center

Mail or Fax

- Mail to: PO Box 939043
  San Diego, CA 92193
- Submit applications and Documents
- Fax to: 619-236-9167

Need to Turn in Documents?

Use Your Computer, Mobile Phone or Tablet
Go to: SanDiegoCounty.gov
Enter **LaterDocs** in the search field
Then follow the prompts

SCAN ME

Need Questions Answered?

EBT Hotline - 1-877-328-9677

EBT Account Balance, Report Lost/Stolen Card, Request Replacement Card, Check Transaction History

Access Customer Service Center

Monday thru Friday—7:00 AM—5:00 PM
Check the Status of Your Application, Benefit, and Request Information
Toll Free: 1-866-262-9881
TDD (Hearing Impaired): 7-1-1

Adolescent Family Life Program

AFLP

PROFILE

Adolescent Family Life Program (AFLP) is a strengths-based case management program designed to support and empower expectant and parenting youth. The program emphasizes building resilience to help youth thrive during and after they exit the program. Case managers meet one-on-one with youth to establish a caring relationship, identify the youth's needs and interests, and offer support with accessing services, setting goals and planning for the future. The California Department of Public Health, Maternal Child and Adolescent Health Division developed a youth-centered, strength-based approach for the program called the AFLP Positive Youth Development (PYD) Model. This approach recognizes that all youth have strengths, benefit from high expectations and supportive relationships, and are able to make meaningful contributions to their lives, families and communities. The AFLP PYD Model turns these values into activities so youth develop and use their strengths and skills to help navigate life's challenges, build healthy and supportive connections, and identify and work toward personal goals. All of this leads to healthier, happier lives for youth and their children.

Our Goals: Increase social and emotional support, build resiliency, improve pregnancy planning and spacing, increase educational attainment and employability, and increase access to needed services.

We Serve: Young people up to 21 years of age (at the time of enrollment) who are expectant and/or parenting, including partners in pregnancy and parenting.

Service Delivery: Services are provided by county health departments, hospitals and community-based organizations.

Outcomes: A formative evaluation of the AFLP evidence-informed PYD Model was completed by UC San Francisco in 2014. The revised program model was evaluated by Mathematica from 2014-2018 as part of a federal evaluation of the Office of Population Affairs, Pregnancy Assistance Fund. Results are anticipated in 2021.

Funding: Federal Title V MCH Block Grant Funds and Federal Title XIX (Medicaid) Funds.

CALIFORNIA WIC
WOMEN, INFANTS & CHILDREN

Food Benefits
$50 – $100 cash value per person for nutritious foods, loaded monthly onto a CA WIC card and mobile app.

Nutrition
Ongoing nutrition support tailored to your family by trained professionals, like Registered Dietitians and Degreed Nutritionists.

Breastfeeding
Trained breastfeeding counselors share the benefits of breastfeeding and offer practical advice and support.

Referrals
Connection to important resources to raise a family, like healthcare, childcare, housing and parenting support.

ABOUT US

WIC can help your family with extra food. You get a special card that you can use to buy specific foods, like (canned) milk, beans or lentils, and fruits and vegetables.
WIC is for families with babies and children up to 5 years old, and women who are pregnant, breastfeeding or gave birth or lost a pregnancy within the last 6 months.
Families must live in California to get WIC in California.

Do you qualify? Scan this QR code to see.

2026 TO 2027

Number of people in family	Gross monthly income
2	$3,337
3	$4,212
4	$5,088
5	$5,964
6	$6,839

CALIFORNIA DEPARTMENT OF PUBLIC HEALTH,
THIS INSTITUTION IS AN EQUAL OPPORTUNITY PROVIDER.

SDWIC.COM

PODEMOS AYUDAR!

CALIFORNIA WIC
WOMEN, INFANTS & CHILDREN

Beneficios
El valor de $50 – $100 por persona para comprar comida nutritiva. Se carga cada mes a la tarjeta y aplicación de CA WIC.

Nutrición
Apoyo continuo por profesionales de la nutrición como dietistas registrados y nutricionistas. Nos adaptamos a su familia.

Lactancia
Consejeros de lactancia materna comparten los beneficios de amamantar y ofrecen apoyo y consejos practicos.

Referencias
Conecciones a recursos importantes para cuidar de su familia, salud, crianza y encontrar un lugar para vivir.

SOBRE NOSOTROS

WIC es un programa especial de nutrición suplementaria para mujeres, bebés y niños. Apoyamos a las mujeres embarazadas, en período de lactancia, posparto hasta 6 meses después del nacimiento, bebés de hasta 1 año, niños de 1 a 5 años y aquellas que recientemente experimentaron la pérdida del embarazo. WIC da la bienvenida a personas recién embarazadas, parejas, abuelos, padres adoptivos, familias militares, migrantes, familias trabajadoras y tutores que cuidan a niños que califican. Para calificar para WIC en California, las familias deben residir en California.

Calificas?
Escanea este codigo QR para ver los detalles.

2026 A 2027

Miembros de la familia	Ingreso mensual
2	$3,337
3	$4,212
4	$5,088
5	$5,964
6	$6,839

DEPARTAMENTO DE SALUD PÚBLICA DE CALIFORNIA.
ESTA INSTITUCIÓN ES UN PROVEEDOR DE IGUALDAD DE OPORTUNIDADES.

SDWIC.COM

A FACT SHEET FROM THE OFFICE ON WOMEN'S HEALTH

Folic acid

Folic acid is a form of folate (a B vitamin) that everyone needs. If you can get pregnant or are pregnant, folic acid is especially important. Folic acid protects unborn babies against serious birth defects. You can get folic acid from vitamins and fortified foods, such as breads, pastas, and cereals. Folate is found naturally in foods such as leafy green vegetables, oranges, and beans.

Q: Why do women need folic acid?

A: Everyone needs folic acid to be healthy. But it is especially important for women:

- **Before and during pregnancy.** Folic acid protects unborn children against serious birth defects called neural tube defects. These birth defects happen in the first few weeks of pregnancy, often before a woman knows she is pregnant. Folic acid might also help prevent other types of birth defects and early pregnancy loss (miscarriage).

  Since half of all pregnancies in the United States are unplanned, experts recommend all women get enough folic acid even if you are not trying to get pregnant.

- **To keep the blood healthy by helping red blood cells form and grow.** Not getting enough folic acid can lead to a type of anemia called folate-deficiency anemia. Folate-deficiency anemia is more common in women of childbearing age than in men.

Q: How do I get folic acid?

A: You can get folic acid in two ways.

1. **Through the foods you eat.** Folate is found naturally in some foods. Folic acid is found in fortified foods (called "enriched foods") such as breads, pastas, and cereals. Look for the term "enriched" on the ingredients list to find out whether the food has added folic acid.
2. **As a vitamin.** Most multivitamins sold in the United States contain 400 micrograms, or 100 percent of the daily value, of folic acid. Check the label to make sure.

Q: How much folic acid do women need?

A: Talk with your doctor about how much folic acid you need if:

- You are pregnant or could become pregnant. Taking 400 micrograms of folic acid daily helps protect against neural tube defects, such as spina bifida, that happen in the first few weeks of pregnancy. This is before you even know you are pregnant. While pregnant, you may need even more folic acid.
- You had a baby with a birth defect of the brain or spine (such as spina bifida) and want to get pregnant again. Your doctor may prescribe 4,000 micrograms of folic acid. This high dose of folic acid can lower your risk of having another baby with these birth defects.
- You have spina bifida or have a family member with spina bifida and want to get pregnant. Your doctor may prescribe 4,000 micrograms of folic acid.
- You take medicines to treat epilepsy, type 2 diabetes, rheumatoid arthritis, or lupus.
- You are on dialysis for kidney disease.

Q: What foods contain folic acid?

A: Folic acid is found naturally in some foods:

- Spinach and other dark green, leafy vegetables
- Oranges and orange juice
- Nuts
- Beans
- Poultry (chicken, turkey) and meat
- Whole grains

Folic acid is added to foods such as:

- Breakfast cereals (some have 100 percent of the daily value of folic acid in each serving)
- Breads and pasta
- Flours
- Cornmeal
- White rice

Check the Nutrition Facts label on the package to see if the food has folic acid. The label will tell you how much folic acid is in each serving. Sometimes, the label will say "folate" instead of folic acid.

For more information…

For more information about folic acid, call the OWH Helpline at 1-800-994-9662 or contact the following organizations:

National Center on Birth Defects and Developmental Disabilities, CDC, HHS
1-800-232-4636 • *www.cdc.gov/ncbddd/index.html*

National Institute of Neurological Disorders and Stroke (NINDS), NIH, HHS
1-800-352-9424 • *www.ninds.nih.gov/disorders/anencephaly/anencephaly.htm*

Office of Dietary Supplements, NIH, HHS
301-435-2920 • *ods.od.nih.gov/factsheets/Folate-Consumer*

March of Dimes Foundation
914-997-4488 • *www.marchofdimes.org*

Spina Bifida Association of America
1-800-621-3141 • *www.spinabifidaassociation.org*

A full fact sheet on this topic is available online at www.womenshealth.gov. All material contained on this page is free of copyright restrictions and may be copied, reproduced, or duplicated without permission of the Office on Women's Health (OWH) in the U.S. Department of Health and Human Services (HHS). Citation of the source is appreciated. OWH content is available for syndication through the HHS Syndication Storefront at digitalmedia.hhs.gov.

If you have flu symptoms, call your doctor immediately.

If you get flu symptoms (e.g., fever, cough, body aches headache, etc.) – even if you have already had a flu shot – call your doctor, nurse, or clinic right away. Doctors can prescribe influenza antiviral medicine to treat flu. Antiviral drugs can shorten your flu illness, make it milder and lessen the chance of developing serious complications. Because pregnant people are at higher risk of developing serious flu complications, CDC recommends that they be treated quickly with antiviral drugs if they get flu symptoms. Oral oseltamivir is the preferred treatment for pregnant people because it has the most data available to suggest that it is safe and beneficial. These medicines work best when started early.

Fever is often a symptom of flu. Having a fever early in pregnancy increases the chances of having a baby with birth defects or other problems. Acetaminophen (Tylenol®or brand store equivalent) can reduce a fever, but you should still call your doctor or nurse and tell them about your illness.

If you have any of the following signs, call 911 and seek emergency medical care right away:

- **Difficulty breathing or shortness of breath**
- **Persistent pain or pressure in the chest or abdomen**
- **Persistent dizziness, or confusion, or drowsiness.**
- **Severe or constant vomiting**
- **Seizures**
- **Not urinating**
- **Severe muscle pain**
- **Severe weakness or unsteadiness**
- **Fever or cough that improves, but then returns or worsens**
- **Decreased or no movement of your baby**
- **High fever that is not responding to Acetaminophen (Tylenol® or brand store equivalent).**

For more information about the flu or the vaccine, call: 1-800-CDC-INFO or visit: www.cdc.gov/flu/

U.S. Department of Health and Human Services
Centers for Disease Control and Prevention

CS HCVG15-MAT-106 09/01/2021

PROTECT
yourself & your growing family

Like most moms-to-be, you want to give your baby a healthy start in life.

Vaccines (also called immunizations) are a safe way to protect you and your baby from some harmful diseases.

Where can I get immunized?

I have a doctor.

Call your doctor and ask,

- Do you offer flu, Tdap, RSV, and COVID-19 vaccines?
- How soon can you see me?

My doctor does NOT have the shots I need or can't see me soon enough.

Call the pharmacy where you usually pick up your prescriptions and ask,

- Do you offer flu, Tdap, RSV, and COVID-19 vaccines?
- Does my insurance cover these vaccines at your pharmacy?"
  (Note: If you have Medi-Cal, shots should be covered at this pharmacy.)
- What are your immunization clinic hours?

The pharmacy I usually go to for prescriptions does not offer the vaccines I need, or my insurance does not cover them there.

Call your health plan's member services. *(This number is usually on the back of your insurance card.)* Ask,

- What nearby pharmacies do you cover?

Call the nearby pharmacies and ask,

- Do you offer flu, Tdap, RSV, and COVID-19 vaccines?
- What are your immunization clinic hours?

Vaccines.gov
ImmunizationForWomen.org
(800) CDC-INFO/(800) 232-4636

CDPH

IMM-887 (11/23) ADA

IMMUNIZATIONS for a Healthy Pregnancy

CDPH

Thinking of having a baby?

Get shots before you get pregnant
Whether it is your first baby, or you are planning to have another child, get up-to-date on your vaccines to protect you and your family. Talk with your doctor about which vaccines are right for you.

Pre-Pregnancy Immunization Checklist

- ✓ MMR (measles, mumps, rubella)
- ✓ Flu (influenza)—as soon as vaccine is available
- ✓ Chickenpox
- ✓ Hepatitis B
- ✓ Updated COVID-19
- ✓ Other vaccines recommended by your doctor

Good News!
If you missed getting these vaccines before becoming pregnant, you can get them after your baby is born.

Now that you are pregnant...

Your baby counts on you for BEST protection!
Flu and COVID-19 are more likely to cause serious problems for you and your baby during your pregnancy. Whooping cough and Respiratory Syncytial Virus (RSV) can also be deadly for newborn babies.

Ask your doctor for these vaccines:

- ✓ Tdap (whooping cough vaccine)—at 27-36 weeks of pregnancy, even if you got it before pregnancy
- ✓ Flu—as soon as vaccine is available
- ✓ RSV vaccine—September–January, between 32 and 36 weeks of pregnancy
- ✓ Updated COVID-19 vaccine—if you haven't received it yet.

These vaccines are safe. The protection you get from these vaccines passes to your baby before birth. This will help protect your baby in early life.

Good News!
If you missed getting your RSV vaccine during pregnancy, your baby can get their own RSV immunization soon after birth.

After your baby is born...

Circle your baby with protection
Newborns are too young to get flu, COVID-19 and whooping cough shots. While getting your vaccines during pregnancy is most protective, make sure to get any shots you missed.

To further protect your baby:

- ✓ Keep your baby away from sick people.
- ✓ Ask family, friends, and caregivers to get their flu shot and make sure they are up to date on other shots, like whooping cough and COVID-19.
- ✓ Remind people around your baby to wash their hands often.

Good News!
Getting routine vaccines while you are breastfeeding is safe for you and your baby.

Expecting?

Protect yourself and your baby against flu, RSV, whooping cough, and COVID-19!

You may not realize that changes to your body during pregnancy can put you and your baby at risk for serious complications from flu and COVID-19. Getting COVID-19, flu, RSV (Respiratory Syncytial Virus) and whooping cough shots while you are pregnant can help protect you and your baby from these diseases. The protection you get from the shots passes to your baby in the womb. This helps protect your baby in early life when your baby is most vulnerable to serious infections.

Are these diseases really dangerous for me and my baby?

Yes. Even if you are healthy, you are at higher risk of getting very sick from flu and COVID-19 during pregnancy. Flu and COVID-19 can cause serious complications for both you and your baby such as high fever, pneumonia, hospitalization, pre-term birth, and even stillbirth or death. For babies, catching RSV or whooping cough can lead to trouble breathing, pneumonia, hospitalization, and death. These respiratory viruses are highly contagious and can easily spread from other people to you and your baby. In the first 6 months of life, babies are at highest risk of complications from infections because their immune systems are still developing.

How common are these diseases?

Very common. Each year, flu infects millions of Californians and sends hundreds of sick babies to the hospital. Thousands also catch whooping cough every year. In 2014, over 11,000 people in California became ill with whooping cough, hundreds were hospitalized, and three infants died. In 2020 and 2021, 1 out of every 4 deaths among pregnant people was due to COVID-19. RSV is a common respiratory virus and is the leading cause of bronchiolitis and pneumonia in babies under a year old. The best way to protect yourself and your baby from these diseases is to get vaccinated.

How can I protect my baby and myself?

The American College of Obstetricians and Gynecologists (ACOG), the American Academy of Pediatrics (AAP), and the Centers for Disease Control and Prevention (CDC) recommend that all pregnant people get these life-saving shots:

- ☑ **Flu vaccine**—as soon as it becomes available during flu season
- ☑ **Updated COVID-19 vaccine**—if you haven't received it yet
- ☑ **Whooping Cough vaccine (Tdap)**—27 to 36 weeks of pregnancy, even if you got it earlier.
- ☑ **Respiratory Syncytial Virus (RSV) vaccine**—September–January, between 32 and 36 weeks of pregnancy

Getting COVID-19, flu, RSV and whooping cough shots during pregnancy is the only way to protect your baby before birth. If you didn't get your RSV vaccine during pregnancy, make sure to ask about the RSV immunization for your baby when you deliver.

Pass protection to your baby. Get immunized during pregnancy.

California Department of Public Health, Immunization Branch • GetImmunizedCA.org

IMM-1146 (11/23)

Where can I get immunized?

Your doctor's office may have these immunizations. If not, ask your doctor for a prescription to take to the pharmacy. While a prescription is usually not required, it may be helpful. Before you go, call your pharmacy to ask for their immunization hours and to make sure the shots are covered by your insurance. If you have Medi-Cal, shots should be covered at your pharmacy. You can also call your health plan to find out where your shots may be covered. After you get immunized, make sure to ask for a vaccine record and bring it to your next prenatal visit. You can also download your digital vaccine record at myvaccinerecord.cdph.ca.gov

How safe are these immunizations?

Millions of pregnant people have safely received flu, whooping cough (Tdap), and COVID-19 vaccines. Multiple studies have shown that getting flu, COVID-19, RSV, and Tdap immunizations during pregnancy are safe for mother and baby. The immunizations do not affect the growth or development of your baby. The most common side effect of these shots is a temporary sore arm. It is much riskier not to get immunized.

How effective are immunizations?

These immunizations are very effective for pregnant people.

- Getting a flu shot during pregnancy can lower your risk of breathing complications and your baby's risk of catching flu by about half.
- Getting a COVID-19 vaccine during pregnancy lowers the risk of the baby being hospitalized with COVID-19 by more than half.
- Studies have shown that as many as 9 out of 10 babies will be protected against whooping cough if their mothers get a whooping cough shot while pregnant.
- RSV vaccine given during pregnancy has been shown to protect babies through 6 months of age against RSV-associated lower respiratory infections. This means that if you get the RSV vaccine during pregnancy, your baby will most likely not need to get the RSV immunization after birth.

Babies benefit from prenatal immunizations because even if they get sick, the transferred antibodies helps protect from dangerous complications and hospitalization from these diseases.

If your doctor refers you to a pharmacy, ask for a prescription for the shots you need. Make sure the pharmacist gives you a vaccine record to bring to your next prenatal visit! You can also download your digital vaccine record at myvaccinerecord.cdph.ca.gov.

For more information, visit:

CDC website for prenatal vaccination (bit.ly/CDCpregnantpeople)

Rx

Prescriber Name, Address, Phone Number:

Patient Name: _____ Date: _____

Vaccines recommended during pregnancy:

☐ **Tdap** (tetanus, diphtheria, pertussis [whooping cough]) at 27 - 36 weeks gestation
0.5 mL IM x 1
Best if given at the earliest date between __ / __ /20__ and __ / __ /20__

☐ **Inactivated Influenza**
0.5 mL IM x 1

☐ **Updated COVID-19 vaccine**

☐ **Respiratory Syncytial Virus (RSV) vaccine (ABRYSVO)**—September- January, between 32 and 36 weeks of pregnancy.
0.5 mL IM x 1
Best if given between __ / __ /20__ and __ / __ /20__

Prescriber's Signature: _____ License #: _____

Per pharmacy regulations (CCR, Title 16, section 1746.4), please notify us within 14 days of administration of the vaccines our patient received at your pharmacy. Also, please give the patient a copy of the vaccine record and ask her to bring it to her next prenatal visit.

Your baby is counting on you for protection. Get vaccinated. IMM-1143 (10/23)

California Department of Public Health, Immunization Branch • GetImmunizedCA.org
This publication was supported by Grant Number H23/CCH922507 from the Centers for Disease Control and Prevention (CDC).

IMM-1146 (11/23)

Postpartum Mental Health

KNOW THE FACTS

What are "baby blues" and postpartum depression?

"Baby Blues" is a short period of strong emotional swings after you have a baby. You may feel sad, detached, unable to connect with your child or live up to the expectations of being a new mother. Not everyone will experience baby blues, but the majority that do will get better within a week or two.

Postpartum Depression is more serious. That's when these emotions do not go away and can progress to feeling hopeless or overwhelmed. Providers screen for depression at your postpartum checkup (3 or 6 weeks), and it can also be diagnosed later.

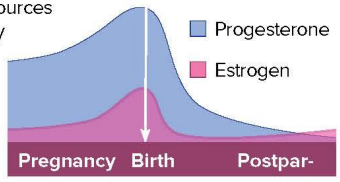
Postpartum Blues	Postpartum Depression
Less than 10 days	2-3 weeks
Onset within 2-3 days of delivery	Onset within first month to 1 year of birth
Mild dysfunction	Moderate to severe dysfunction

What causes postpartum depression?

We don't know what causes postpartum depression, but we know hormones play a large role.

We do know the risk is higher for women who:

- Have a history of mental illness like anxiety or depression
- Have fewer resources or live in poverty
- Shortly after birth, several key hormones decrease dramatically.

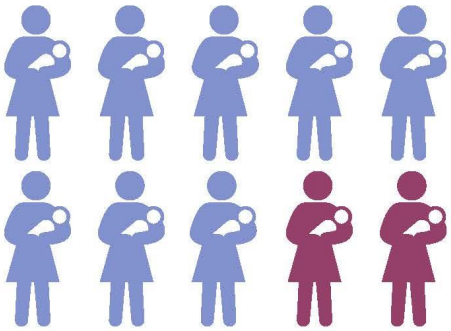


NPWH
www.npwh.org

NPWH
NURSE PRACTITIONERS IN WOMEN'S HEALTH
Caring for Women

How common is postpartum depression?

- **One in 10** women may suffer from postpartum depression.
- **Eight in 10** women experience "baby blues."



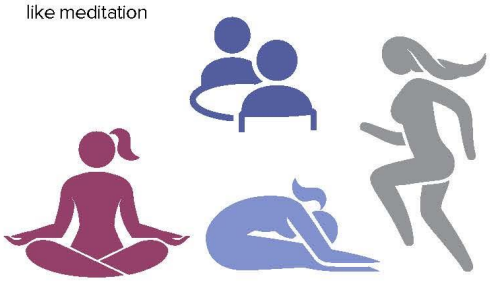
These numbers may actually be higher because many women do not talk about their symptoms.

What treatments are available for postpartum depression?

Your healthcare provider will work with you to create a care plan based on your needs.

Treatment options can include:

- Medications
- Therapy (group or individual)
- Exercise
- Mindfulness exercises like meditation



Head, Hand, Heart

CALL FIRST 5 SAN DIEGO FOR A GOOD START

First 5 San Diego is the region's primary organization for promoting the health and well-being of children during the most critical years of development – the first five years of life. Our vision is that all children ages 0 through 5 are healthy, are loved and nurtured, and enter school as active learners.

First 5 San Diego

1-888-5FIRST5
1-888-534-7785

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Healthy Development Services

The first five years of life are the best time for children to learn and develop the skills they will need throughout their life.

Young children grow and develop differently. It is important for parents to know their children are growing and reaching important milestones.

First 5 San Diego's Healthy Development Services provides developmental and behavioral screenings for children from birth through 5 years of age, and connects children and families to needed services.

First 5 San Diego is proud to partner with community-based organizations in San Diego County to ensure parents and other caregivers have the support they need to keep their children thriving.

First 5 Healthy Development Services partners provide the following services throughout San Diego County:

- **Developmental** screenings, classes, parent coaching, and therapy
- **Behavioral** screenings, classes, parent coaching and therapy
- **Speech and Language** screenings, classes, and therapy
- **Care Coordination** is provided to help families connect to and utilize First 5 San Diego's Healthy Development Services
- **Referrals** to other services are provided if needed
- **Virtual Phone or Video Services** may be offered

TIPS

- Talk and read to your child. Your child is learning language from you every day.
- Take your child to the park or have a friend over to play. Children learn from each other through play.
- Take your child outside to crawl, walk and run in the fresh air.
- Children love music. Sing to them or play them a song.
- Remember that every child is unique. Every child grows and learns at a different pace. Be patient with your child.
- Spend time cuddling and holding your child. It will help your child feel cared for and secure.
- Spend time playing, singing, and dancing with your child.

610 of 1408

Los primeros cinco años de vida son fundamentales para el desarrollo de un niño

Mente, Mano, Corazón

LLAMA A FIRST 5 SAN DIEGO PARA UN BUEN COMIENZO

First 5 San Diego es la organización principal de la región que promueve la salud y bienestar de los niños durante los años más críticos de su desarrollo - los primeros cinco años de vida. Nuestra visión es que todos los niños de 0 a 5 años estén saludables, sean amados y cuidados, e ingresen a la escuela como estudiantes activos.

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Servicios para el Desarrollo Saludable

Los primeros cinco años de vida son el mejor momento para que los niños aprendan y desarrollen las habilidades que necesitarán durante el resto de sus vidas.

Los bebés y niños crecen y se desarrollan de forma distinta. Es importante que los padres sepan si sus hijos están alcanzando etapas del desarrollo importantes.

Los Servicios para el Desarrollo Saludable de First 5 San Diego ofrecen evaluaciones de desarrollo y comportamiento a niños recién nacidos hasta los 5 años de edad y conectan a niños y familias con los servicios necesarios.

First 5 San Diego trabaja con algunas de las mejores agencias comunitarias del Condado de San Diego para asegurar que los padres y proveedores de cuidados tengan la ayuda que necesitan para cerciorarse que sus hijos sigan prosperando.

Los Servicios para el Desarrollo Saludable de First 5 ofrecen los siguientes servicios a través del Condado de San Diego:

- **Desarrollo -** Evaluaciones , clases, terapia y entrenamiento para padres
- **Comportamiento -** Evaluaciones , clases, terapia y entrenamiento para padres
- **Habla y Lenguaje -** Evaluaciones, clases y terapia
- **Coordinación de Cuidados -** Servicio para ayudar a las familias a utilizar y conectar con los Servicios para el Desarrollo Saludable de First 5 San Diego
- **Referencias -** A otros servicios de ser necesario
- Se ofrecen servicios a través de **video o de video llamada**

CONSEJOS

- Habla y lee con tu hijo. Tu hijo aprende el lenguaje a través de ti cada día.
- Lleva a tu hijo al parque a jugar con un amigo. Los niños aprenden unos de otros a través del juego.
- Lleva a tu hijo afuera. Sácalo al aire libre para que gatee, camine o corra y disfrute del aire fresco.
- A los niños les encanta la música. Canta o toca una canción para ellos.
- Recuerda que cada niño es único. Cada niño crece y aprende a un ritmo distinto. Sé paciente con tu hijo.
- Acaricia y abraza a tu hijo. Esto le ayuda a sentirse querido y seguro.
- Pasa tiempo con tu hijo jugando, cantando y bailando.

The first visit to the dentist should be by your child's first birthday or when the first tooth appears.

Head, Hand, Heart

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Oral Health

Starts at Birth

First 5 San Diego's Oral Health Initiative

First 5 San Diego's Oral Health Initiative partners with quality community agencies to provide dental checkups, treatment and referrals for children up to 5 years of age and pregnant women. A healthy mouth, including teeth and gums, is essential to the overall health of infants, children and adults.

Dental disease can cause serious and expensive problems for children if left untreated. These include pain, infections, difficulty eating and tooth loss. Children with dental disease may also have trouble sleeping, talking, concentrating and may even miss school.

Good dental health is important for pregnant women too, as the bacteria from the mother's tooth decay can affect the health of her unborn child.

To access dental services provided by First 5 San Diego call 1-888-5 FIRST 5 (1-888-534-7785).

COMMUNITY WATER FLUORIDATION

Many areas of San Diego County have fluoridated water. Drinking fluoridated tap water is a safe and effective way to reduce cavities, especially among children.

TIPS FOR PARENTS

- Start brushing your child's teeth twice a day as soon as the first tooth appears. Use a smear or rice-size amount of fluoridated toothpaste.
- Ask your child's dentist or pediatrician about putting fluoride varnish on your child's teeth. This is another great way to protect your child's teeth from cavities.
- Adults can spread the germs that cause cavities. Do not put anything in your child's mouth if it has been in your mouth (such as putting your baby's pacifier in your mouth or sharing cups, toothbrushes, spoons, etc.).
- Give your child healthy snacks like fresh fruits, vegetables, cheese and yogurt. Avoid sweet or starchy foods that can cause cavities.
- Give your child water between meals instead of sugary drinks.
- Take your baby to the dentist for a checkup by his or her first birthday or when the first tooth erupts.
- Remember, an adult needs to help children brush until around age 7.

TIPS FOR PREGNANT WOMEN

- Brush teeth twice a day with fluoridated toothpaste. Floss and rinse with fluoridated mouthwash daily.
- Visit the dentist early in your pregnancy. Dental care is safe during pregnancy and it is essential for the health of your baby.
- For snacks, choose fruits, vegetables and dairy products over sweet and starchy foods.
- Drink water or low-fat milk instead of carbonated sodas and sweetened fruit juices.

La primera cita con el dentista debe ser antes del primer cumpleaños o cuando sale el primer diente.

Mente, Mano, Corazón

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La Salud Bucal

Comienza al Nacer

Iniciativa de Salud Bucal de First 5 San Diego

La Iniciativa de Salud Bucal de First 5 San Diego trabaja con agencias de calidad en la comunidad para proveer revisiones, tratamientos y referencias dentales a niños hasta los 5 años de edad. Una boca saludable, incluyendo dientes y encías, es esencial parala salud general de los bebés, niños y adultos.

Las enfermedades dentales pueden tener graves y costosas consecuencias en los niños. Esto incluye dolor, infecciones, dificultad para comer y pérdida de dientes. Los niños con enfermedades dentales también pueden tener problemas para dormir, hablar y concentrarse e incluso pueden faltar a la escuela.

La buena salud dental es importante para las mujeres embarazadas porque las bacterias de las caries pueden afectar la salud del bebé desde antes de nacer.

Para tener acceso a los servicios dentales que provee First 5 San Diego llama al 1-888-5 FIRST 5 (1-888-534-7785).

FLUORACIÓN DEL AGUA EN LA COMUNIDAD

Muchas áreas del Condado de San Diego tienen agua fluorada. Tomar agua fluorada de la llave es una forma segura y efectiva de reducir las caries, especialmente en los niños.

PADRES

- Comience a cepillarse los dientes de su hijo dos veces al día tan pronto como el primer diente aparece. Use pasta de dientes fluorada en una cantidad no mas grande que un grano de arroz.
- Recuerda, un adulto debe ayudar a un niño a cepillarse hasta que tenga alrededor de 7 años de edad.
- Pregunta al dentista o pediatra sobre la aplicación de barniz de flúor en los dientes de tu hijo. Esta es otra excelente forma de proteger los dientes de tu hijo de las caries.
- Los adultos pueden propagar los gérmenes que causan caries. No pongas nada en la boca de tu hijo que haya estado en tu boca (no "limpies" el chupón (chupete) de tu bebé con saliva ni compartan vasos, cepillos de dientes, cucharas, etc.).
- Dale a tus hijos refrigerios saludables como frutas frescas, vegetales, queso y yogur. Evita los dulces o almidones que pueden producir caries.
- Dale a tu hijo agua entre comidas en lugar de bebidas azucaradas como los refrescos gaseosos y el jugo de frutas.
- Lleva a tu bebé al dentista para una revisión antes de su primer cumpleaños o cuando le salga el primer diente.

CONSEJOS PARA LAS MUJERES EMBARAZADAS

- Cepilla tus dientes dos veces al día con pasta dental con flúor.
- Usa hilo dental y enjuague bucal con flúor todos los días.
- Visita al dentista al principio del embarazo. Es seguro visitar al dentista durante el embarazo y es esencial para la salud de tu bebé.
- Elige frutas, vegetales y productos lácteos como refrigerios en lugar de dulces o almidones.
- Toma agua o leche baja en grasa en lugar de refrescos gaseosos o jugos de frutas azucarados.

First 5 First Steps

A NO-COST FAMILY SUPPORT PROGRAM

Becoming a parent changes your life. Our dedicated and friendly staff can support you through the joys and uncertainties of parenting.

WHAT WE OFFER

We connect you and your family with a Family Support Specialist through in-person home visits. Together, you will talk about your child's growth and hopes for their future.

We partner to help you:

- Lower stress
- Make learning fun
- Use positive parenting strategies
- Connect to community resources
- Deal with the hard parts of parenting

CONTACT:

NORTH INLAND/NORTH COASTAL
Palomar Health
(760) 739-3261
firststeps@palomarhealth.org

SOUTH
SBCS
619-650-1597
firststeps@csbcs.org

CENTRAL/NORTH CENTRAL
SAY San Diego
(619) 283-9624
firststepscentral@saysandiego.org

EAST
Jeni Barre
(619) 402-0085
jbarre@home-start.org

MORE INFORMATION AT:
firststepssd.org

AAP-CA3 San Diego & Imperial Counties Incorporated in California
American Academy of Pediatrics
Dedicated to the health of all children

FUNDED BY First 5 San Diego

Also funded by
CalWORKs Home Visiting Program

First 5
First Steps

Primeros Pasos

UN PROGRAMA DE APOYO FAMILIAR SIN COSTO

Ser padre cambia su vida. Nuestro personal dedicado y amable puede apoyarle durante las alegrías e incertidumbres de la crianza de los hijos.

LO QUE OFRECEMOS

La conectamos a usted y a su familia con un especialista en apoyo familiar a través de visitas domiciliarias en persona. Juntos, hablarán sobre el crecimiento de su hijo y las esperanzas para su futuro.

Trabajamos contigo para ayudarte:

- Reducir el estrés
- Hacer que el aprendizaje sea divertido
- Usar estrategias positivas de crianza
- Conectarse con programas en la comunidad
- Lidiar con las cuestiones difíciles de ser padres

NORTE INTERIOR/COSTA NORTE
Palomar Health
(760) 739-3261
firststeps@palomarhealth.org

CENTRAL/NORTE CENTRAL
SAY San Diego
(619) 283-9624
firststepscentral@saysandiego.org

ESTE
Jeni Barre
(619) 402-0278
jbarre@home-start.org

SUR
SBCS
619-650-1597
firststeps@csbcs.org

MÁS INFORMACIÓN EN:
firststepssd.org

AAP-CA3 San Diego & Imperial Counties Incorporated in California
American Academy of Pediatrics
Dedicated to the Health of All Children®

FINANCIADO POR
First 5 San Diego

También financiado por el Programa CalWORKs de visitas domiciliarias

FIRST 5 Riverside County
Children & Families Commission

Resource Directory | (800) 266-3880 | First5@rivco.org | First5Riverside.org

Home Visiting Programs *for resilient families*

SafeCare
Designed to educate parents & support children who have experienced abuse and/or neglect.
fsaca.org | (951) 369-8036
jfkfoundation.org | (760) 776-1600

Nurse Family Partnership (NFP)
An in-home parenting program for first time, low-income pregnant mothers. Nurses work with pregnant mothers from the second trimester up through the child's second birthday.
rivcophn.org | (951) 358-5438

Nurturing Parent Program
Intensive case management services designed to support families at risk of entering or re-entering the Child Welfare System.
parentzatwork.org
(760) 246-8364

A Tactile Approach to Learning
For families with children aged 0 through 5, who are blind, visually impaired or have other sensory disabilities.
blindnesssupport.com
(951) 341-9244

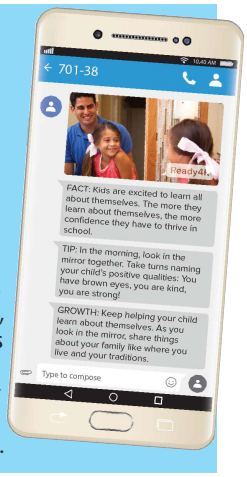
Parent-Child Home Program
Focuses on school readiness for children 16 months to 2 years of age and building positive child-parent interaction. Available to families residing in Jurupa Unified School District.
jurupausd.org | (951) 360-4175

Home Instruction for Parents of Preschool Youngsters (HIPPY)
Learning activities to help 3 and 4 year-olds prepare for Kindergarten. Available to families residing in Jurupa Unified School District.
jurupausd.org | (951) 360-4175

Early Childhood Oral Health Assessment (ECOHA)
Identifies children's risk for dental disease and provides families with tailored education, resources, and connections to dental care.
first5riverside.org | (800) 266-3880

Ready4K
Fun facts and easy tips to boost your child's learning.

Text **F5R** to **70138** to receive weekly texts for facts, tips, and activities to help you prepare your child for kindergarten.



Child Care and Language Programs *providing access to quality early learning*

Quality Start Riverside County

Provides opportunities for early educators to receive training, access professional development, and, ultimately, raise the quality of their programs. Helps increase access to high quality services and resources to better support families and children.
qualitystartrc.org | (800) 266-3880

Riverside Hybrid Alternate Payment (RHAP) Program
Child care scholarship for low-income children to attend quality rated licensed child care centers and homes. Families must meet program eligibility criteria.
rcoe.us | (800) 442-4927

LENA
LENA technology measures the early language environment of children ages 0-5. Feedback from LENA helps parents and caregivers increase the quantity and quality of interactive talk.
lena.org | (800) 266-3880

Reach Out and Read
Gives young children a foundation for success by incorporating books into pediatric care and encouraging families to read aloud together.
reachoutandreadie.org | (909) 709-1441

Raising a Reader
Provides preschool and kindergarten children with books each week to take home and read with their family. Available through Head start sites in the Desert Sands Unified School District, Palm Springs Unified School District and Kindergarten children enrolled at participating sites in the Coachella Valley Unified School District.
unitedwayofthedesert.org
(760) 323-2731 x108

Pediatric and Safety Programs *supporting comprehensive health and development*

Drowning Prevention
Swim lessons for children ages 6 months through 5 years and water safety education classes for parents/caregivers. Lessons are provided in various locations including Riverside, French Valley, and the Desert area.
socalwaterbabies.com
(951) 251-5210

HealthySteps
Pediatric primary care program which includes a Specialist that connects and guides families during and between well-child visits, provides parenting guidance and care coordination.
borregohealth.org | (855) 436-1234
rchsd.org | (858) 966-1700 x257346
ruhealth.org | (800) 720-9553

Help Me Grow - Inland Empire
Help Me Grow works with families to support their children's development and to access community services such as food, parenting classes, transportation, healthcare services and housing.
helpmegrowie.org
(888) 464-4316

Set-4-School
Provides behavioral health screenings and therapy for children ages 0 through 5.
rcdmh.org
(951) 358-6895

HeRCARe
Maternal-fetal medical care for expecting mothers with high-risk pregnancies.
ruhealth.org/hercare
(951) 600-6667

First 5 Riverside County invests in partnerships that promote, support and enhance the health and early development of children, prenatal through age 5, their families and communities.

All services are offered at no to low-cost for eligible Riverside County residents. For more information on these services or to enroll, please contact the agency directly.

FIRST 5 Riverside County
Children & Families Commission

Directorio de recursos | (800) 266-3880 | First5@rivco.org | First5Riverside.org

Programas de visitas al hogar *para familias resilientes*

SafeCare
Diseñado para educar a los padres y apoyar a los niños que han experimentado abuso y / o negligencia.
fsaca.org | (951) 369-8036
jfkfoundation.org | (760) 776-1600

Nurse Family Partnership (NFP)
Un programa de crianza en el hogar para madres embarazadas de bajos ingresos por primera vez. Las enfermeras trabajan con madres embarazadas desde el segundo trimestre hasta el segundo cumpleaños del niño.
rivcophn.org | (951) 358-5438

Nurturing Parent Program
Servicios intensivos de administración de casos diseñados para apoyar a las familias en riesgo de ingresar o reingreso al Sistema de Bienestar Infantil.
parentzatwork.org
(760) 246-8364

A Tactile Approach to Learning
Para familias con niños de 0 a 5 años, que son ciegos, con discapacidad visual o tienen otras discapacidades sensoriales.
blindnesssupport.com
(951) 341-9244

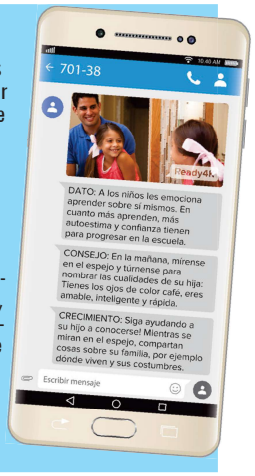
Parent-Child Home Program
FEl programa de hogar para padres e hijos se enfoca en la preparación escolar para niños de 16 meses a 2 años y en la construcción de una interacción positiva entre niños y padres. Disponible para familias que residen en el Distrito Escolar Unificado de Jurupa.
jurupausd.org | (951) 360-4175

Home Instruction for Parents of Preschool Youngsters (HIPPY)
Actividades de aprendizaje para ayudar a los niños de 3 y 4 años a prepararse para el jardín de infantes. Disponible para familias que residen en el Distrito Escolar Unificado de Jurupa.
jurupausd.org | (951) 360-4175

Early Childhood Oral Health Assessment (ECOHA)
Identifica el riesgo de los niños para la odontología enfermedad y proporciona a las familias educación personalizada, recursos y conexiones con la atención dental.
first5riverside.org | (800) 266-3880

Ready4K
Divertido y fácil consejos para aumentar el aprendizaje de su hijo.

Envía **F5R** al **70138** para recibir mensajes de texto semanales con datos, consejos y actividades que le ayudarán a preparar a su hijo para el jardín de infancia.



Programas de cuidado infantil y lenguaje *que brindan acceso a un aprendizaje temprano de calidad*

Quality Start Riverside County

Brinda oportunidades para que los educadores tempranos reciban capacitación, accedan al desarrollo profesional y, en última instancia, eleven la calidad de sus programas. Ayuda a aumentar el acceso a servicios y recursos de alta calidad para apoyar mejor a las familias y los niños.
qualitystartrc.org | (800) 266-3880

Riverside Hybrid Alternate Payment (RHAP) Program
Beca de cuidado infantil para niños de bajos ingresos para asistir a centros y hogares de cuidado infantil con licencia de calidad. Las familias deben cumplir con los criterios de elegibilidad del programa.
rcoe.us | (800) 442-4927

LENA
La tecnología LENA mide el entorno lingüístico temprano de los niños de 0 a 5 años. La retroalimentación de LENA ayuda a los padres y cuidadores a aumentar la cantidad y la calidad de la conversación interactiva.
lena.org | (800) 266-3880

Reach Out and Read
Brinda a los niños pequeños una base para el éxito al incorporar libros en la atención pediátrica y alentar a las familias a leer en voz alta juntas
reachoutandreadie.org | (909) 709-1441

Raising a Reader
Proporciona a los niños de preescolar y jardín de infantes libros cada semana para llevar a casa y leer con su familia. Disponible a través de los sitios de Head Start en el Distrito Escolar Unificado de Desert Sands, el Distrito Escolar Unificado de Palm Springs y los niños de Kindergarten inscritos en los sitios participantes en el Distrito Escolar Unificado de Coachella Valley.
unitedwayofthedesert.org
(760) 323-2731 x108

Programas pediátricos y de seguridad *apoyar la salud y el desarrollo integrales*

Drowning Prevention
Clases de natación para niños de 6 meses a 5 años y clases de educación sobre seguridad en el agua para padres / cuidadores. Las lecciones se brindan en varios lugares, incluidos Riverside, French Valley y el área del desierto.
socalwaterbabies.com
(951) 251-5210

HealthySteps
El programa de atención primaria pediátrica que incluye un especialista que conecta y guía a las familias durante y entre las visitas del niño sano, proporciona orientación para padres y coordinación de la atención.
borregohealth.org | (855) 436-1234
rchsd.org | (858) 966-1700 x257346
ruhealth.org | (800) 720-9553

Help Me Grow - Inland Empire
Ayúdame A Crecer trabaja con las familias para apoyar el desarrollo de sus hijos y para acceder a servicios comunitarios como alimentos, clases para padres, transporte, servicios de atención médica y vivienda.
helpmegrowie.org
(888) 464-4316

Set-4-School
Proporciona exámenes de salud conductual y terapia para niños de 0 a 5 años.
rcdmh.org
(951) 358-6895

HeRCARe
Atención médica materno-fetal para madres embarazadas con embarazos de alto riesgo.
ruhealth.org/hercare
(951) 600-6667

First 5 Riverside County invierte en asociaciones que promueven, apoyan y mejoran la salud y el desarrollo temprano de los niños, desde la etapa prenatal hasta los 5 años, su familias y comunidades.

Todos los servicios se ofrecen a un costo o a bajo costo para los residentes elegibles del condado de Riverside. Para obtener más información sobre estos servicios o para inscribirse, comuníquese directamente con la agencia.

WHAT DOES A SAFE SLEEP ENVIRONMENT LOOK LIKE?

The following image shows a safe sleep environment for baby.

Room share: Give babies their own sleep space in your room, separate from your bed.

Use a firm, flat, and level sleep surface, covered only by a fitted sheet*.

Remove everything from baby's sleep area, except a fitted sheet to cover the mattress. No objects, toys, or other items.

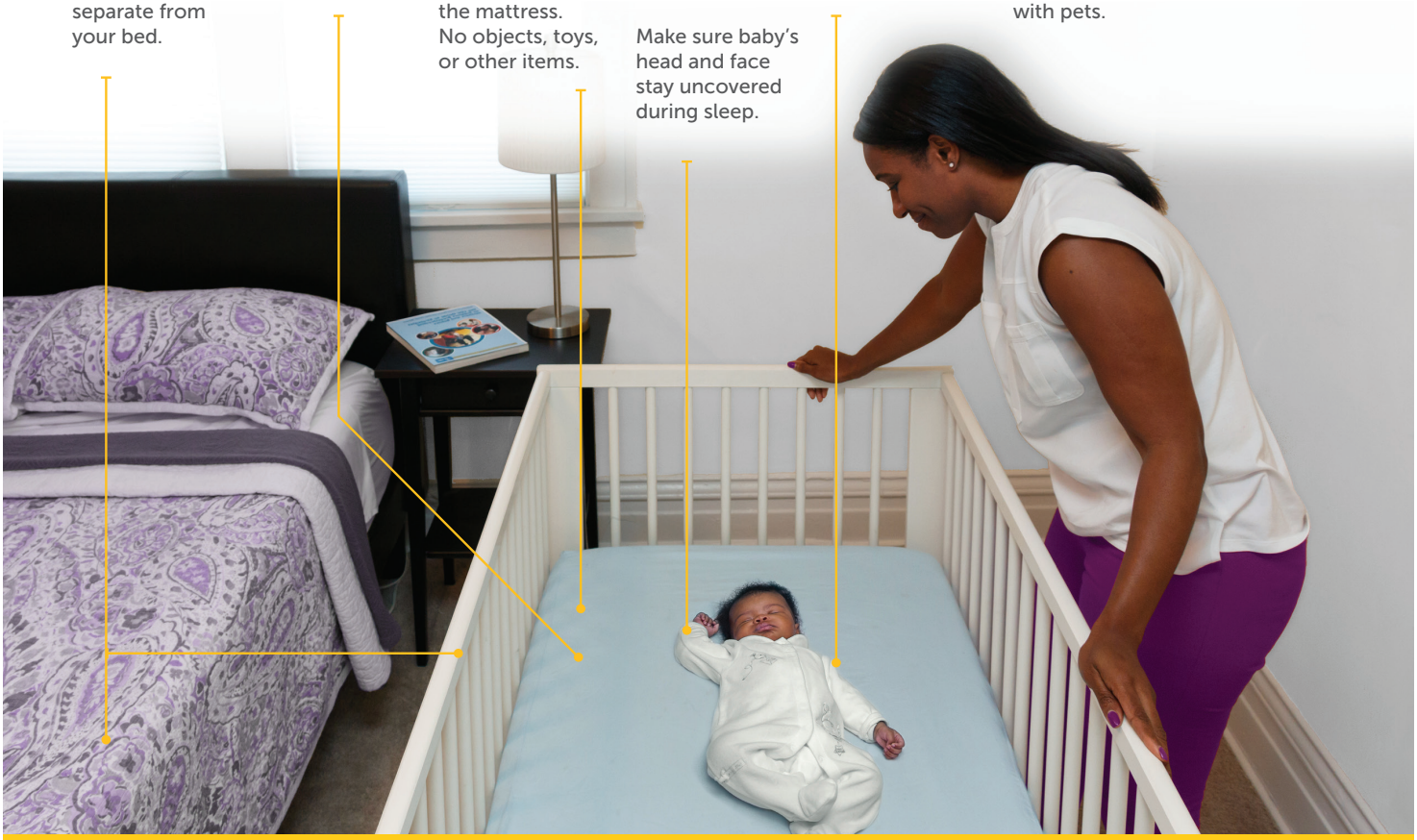
Use a wearable blanket to keep baby warm without blankets in the sleep area.

Make sure baby's head and face stay uncovered during sleep.

Place babies on their backs to sleep, for naps and at night.

Couches and armchairs are not safe for baby to sleep on alone, with people, or with pets.

Keep baby's surroundings smoke/vape free.



*The Consumer Product Safety Commission sets safety standards for infant sleep surfaces (such as a mattress) and sleep spaces (like a crib). Visit https://www.cpsc.gov/SafeSleep to learn more.

NIH Eunice Kennedy Shriver National Institute of Child Health and Human Development

SAFE TO SLEEP®

SAFE SLEEP FOR YOUR BABY

Reduce the Risk of Sudden Infant Death Syndrome (SIDS) and Other Sleep-Related Infant Deaths

Feeding babies human milk by direct breastfeeding, if possible, or by pumping from the breast, reduces the risk of SIDS. Feeding only human milk, with no formula or other things added, for the first 6 months provides the greatest protection from SIDS.

Place babies on their backs to sleep for naps and at night.

Use a sleep surface for baby that is *firm* (returns to original shape quickly if pressed on), ***flat*** (like a table, not a hammock), ***level*** (not at an angle or incline), **and covered only with a fitted sheet**.

Feed your baby human milk, like by breastfeeding.

Share a room with baby for at least the first 6 months. Give babies their own sleep space (crib, bassinet, or portable play yard) in your room, separate from your bed.

Keep things out of baby's sleep area—no objects, toys, or other items.

Offer baby a pacifier for naps and at night once they are breastfeeding well.

Stay smoke- and vape-free during pregnancy, and keep baby's surroundings smoke- and vape-free.

Stay drug- and alcohol-free during pregnancy, and make sure anyone caring for baby is drug- and alcohol-free.

Avoid letting baby get too hot, and keep baby's head and face uncovered during sleep.

Get regular medical care throughout pregnancy.

Follow health care provider advice on vaccines, checkups, and other health issues for baby.

Avoid products and devices that go against safe sleep guidance, especially those that claim to "prevent" SIDS and sleep-related deaths.

Avoid heart, breathing, motion, and other monitors to reduce the risk of SIDS.

Avoid swaddling once baby starts to roll over (usually around 3 months of age), and keep in mind that swaddling does not reduce SIDS risk.

Give babies plenty of "tummy time" when they are awake, and when someone is watching them.

NIH Pub. No. 22-HD-5759 | August 2022

For more information about the Safe to Sleep® campaign, contact us:

Phone: 1-800-505-CRIB (2742) | Fax: 1-866-760-5947
Email: SafetoSleep@mail.nih.gov
Website: https://safetosleep.nichd.nih.gov
Telecommunications Relay Service: 7-1-1

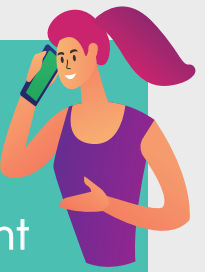
VOLUNTARY DECLARATION OF PARENTAGE

Legal parentage is easy to establish without going to court - and it's **FREE!**

1 What is it?

A free program that establishes legal parentage

2 Why do I care?



- A name on the birth certificate doesn't count
- Court is expensive
- Gives your child important rights

3 Who is it for?

Unmarried parents, same-sex parents

Must meet eligibility requirements

4 How do I do it?

Sign a Voluntary Declaration of Parentage!

5 Where do I get it?

Visit CalParentage.org or email askpop@dcss.ca.gov

6 Who can witness?

- Hospitals(at the time of birth)
- Court (Family Law Facilitator)
- County welfare office
- Notary public
- County registrars of births & deaths
- County child support agencies

7 What's next?

Mail your original, signed and witnessed Voluntary Declaration of Parentage to:

Parentage Opportunity Program
P.O. Box 419070 - MS 241
Rancho Cordova, CA 95741-9070

(Photocopies will not be accepted)

PARENTAGE OPPORTUNITY PROGRAM

Birth Certificate Or VDOP? Legal Parentage for Unmarried Parents

The State of California defines "parentage" as a parent's legal relationship to a child.

When a birth parent and other parent are not married to each other, the law says the birth parent and other parent must complete a VDOP or get a court order BEFORE the other parent's name can be added to the birth certificate.

A name on a birth certificate does NOT legally establish parentage. Only a court order or the Voluntary Declaration of Parentage (VDOP) establishes legal parentage.

Establishing legal parentage is easy and FREE, and helps a child in many ways:

- Identifying the legal parents of the child
- Providing parents the right to seek custody or visitation with their child
- Protecting the child's right to inherit from the parents
- Allows the other parent's name to be added to the child's birth certificate
- Could allow the child to be added to the other parent's health insurance plan

For questions about birth certificates, contact the California Department of Public Health Office of Vital Records at 916.445.2684 or vrmail@cdph.ca.gov

It's easy to establish legal parentage without going to court — *and it's free!*

For more information on POP
www.childsupport.ca.gov
Under "Services We Offer"

Contact POP
askpop@dcss.ca.gov
Phone | 916.464.1982
Fax | 916.464.5898

Hours of Service
Monday-Friday | 8 a.m. – 5 p.m.
Saturday-Sunday | Closed

Contact your local child support agency | 866.901.3212 toll-free (within the U.S.) | TTY 866.399.4096

PARENTAGE OPPORTUNITY PROGRAM

¿Acta de nacimiento o VDOP? Como establecer la paternidad legal para padres no casados

El Programa de Oportunidad de Paternidad, o POP, de acuerdo al Estado de California, define la paternidad como el reconocimiento de la relación legal entre un padre y un niño.

Cuando el padre biológico y el otro padre no están casados, la ley determina que el padre biológico y el otro padre deben llenar una Declaración Voluntaria de Paternidad ("Voluntary Declaration of Parentage", VDOP) o bien, obtener una orden judicial ANTES de que se pueda añadir el nombre del otro padre al acta de nacimiento.

Un nombre en un acta de nacimiento NO establece la paternidad legalmente. Se establece la paternidad legal únicamente por medio de una orden judicial o por la Declaración Voluntaria de Paternidad.

Establecer la paternidad legal es sencillo y completamente GRATUITO, y ayuda al menor de varias maneras, entre ellas:

- Identifica a los padres legales del menor
- Le brinda a los padres el derecho a pedir la custodia del menor o el régimen de visitas con el menor
- Protege el derecho del menor a recibir la herencia de sus padres
- Se permite añadir el nombre del otro padre al acta de nacimiento del menor
- Podría permitirle al otro padre agregar al menor a su póliza de seguro médico

Para mayor información acerca de los actas de nacimiento, favor de comunicarse con la Oficina de Registro Civil del Departamento de Salud Pública de California llamando al 916.445.2684 o por correo electrónico a vrmail@cdph.ca.gov

Es fácil establecer la paternidad legal sin necesidad de ir a corte, ¡y es gratuito!

Para obtener más información sobre POP
www.childsupport.ca.gov
Consulte la sección "Services We Offer"

Para más información de POP
askpop@dcss.ca.gov
Teléfono | 916.464.1982
Fax | 916.464.5898

Horarios de Servicio
Lunes a viernes de | 8 a.m. – 5 p.m.
Sábados y domingos | cerrado

Comuníquese con su Agencia Local de Child Support | Teléfono gratuito (en los EE. UU) 866.901.3212 | TTY 866.399.4096

FATHERHOOD

MEN EMPOWERING MEN

SIGN UP FOR OUR FREE 6-SESSION FATHERHOOD PROGRAM!

Discover the power of connection and support. Join fellow fathers to share experiences, learn and grow together. Access essential resources and build better bonds with your family.

SESSIONS:

Held virtually every Saturday from Noon - 2:00 p.m.

For more information and to register, visit WWW.SIGMABETAXI.COM/BLACK-FATHERHOOD

SBX YOUTH & FAMILY SERVICES

Riverside University HEALTH SYSTEM Public Health

TIP CARD FOR EXPECTANT DADS

National Responsible Fatherhood Clearinghouse

DID YOU KNOW?

When dads are involved as supportive partners during pregnancy, it is good for their babies, good for moms, and good for dads.

When their partner supports them, pregnant women are more likely to get regular prenatal care and eat and live healthily, which increases the likelihood of positive health outcomes for their baby.[1]

Dads who are there for mom and baby during the pregnancy are better prepared for their role as a new dad. They feel more involved, and their baby has more opportunities to get to know their dad.[2]

Moms who have calm and supportive birth partners have better labor experiences.[3]

MORE INFORMATION

NRFC Resources

- Working with Dads: Encouraging and Supporting Father Involvement from Birth through Adolescence (https://www.fatherhood.gov/webinars)
- Helping Young Fathers with Decision Making (http://bit.ly/2FmkSyo)
- Healthy Fathers, Healthy Families (https://bit.ly/2riAOLl)

Internet Resources

- An Expectant Dad's Guide to Pregnancy, WebMD (https://wb.md/2IVln12)
- Blog for Expectant Dads, Mr. Dad (https://bit.ly/2GqQ3ch)
- Tips for the Expectant Father, Minnesota Department of Health (https://bit.ly/2pFohiA)

Books

- The Expectant Father: Facts, Tips, and Advice for Dads-to-be (4th Edition), Armin Brott and Jennifer Ash, 2015.
- Pregnancy for Dads (Idiot's Guides), Joe Kelly, 2015.

WHAT YOU CAN DO

Be involved, be encouraging, be there.

- ☐ Talk with your partner about expectations and feelings: what is she expecting from you as a dad? What are you feeling and expecting?
- ☐ Take a childbirth class; go to prenatal and doctor visits with your partner – get to know the people who are going to be delivering your baby.
- ☐ Recognize that pregnancy can be stressful for you and your partner. Besides supporting and helping her, you also need to find time to focus on yourself.
- ☐ Talk with other dads and ask how they prepared for the birth of their children.
- ☐ Start taking on extra responsibilities around the house – pick things up, clean the house, make some meals, go shopping.
- ☐ Prepare for the birth.
  1. Get things ready for your new baby – you'll need a crib, diapers, car seat, and stroller.
  2. Map out a route to the hospital.
  3. Help your partner prepare a bag that will be ready with a change of clothes and other essentials to take with you.
- ☐ If you are employed, talk with your employer about taking family leave or working flexible time after the birth so you can help care for your new baby.

[1] MenCare (2015), State of the World's Fathers. https://sowf.men-care.org/wp-content/uploads/sites/4/2015/06/State-of-the-Worlds-Fathers_23June2015-1.pdf; Fatherhood Institute (2014), FI Research Summary: Supportive Fathers, Healthy Mothers. http://www.fatherhoodinstitute.org/wp-content/uploads/2014/04/FI-Research-Summary-Supportive-Fathers-Healthy-Mothers.pdf

[2] NRFC Webinar (2013), Working with Dads: Encouraging and Supporting Father Involvement from Birth through Adolescence. https://www.fatherhood.gov/webinars

[3] Fatherhood Institute (2014), Making the Most of Fathers to Improve Maternal and Infant Health. http://www.fatherhoodinstitute.org/wp-content/uploads/2014/11/Making-the-most-of-fathers-to-.-.-.-Improve-maternal-and-infant-health.pdf

@fatherhoodgov

facebook.com/fatherhoodgov

fatherhood.gov

1-877-4DAD411

U.S. Department of Health and Human Services
Administration for Children and Families
Office of Family Assistance

Preventing Child Abuse & Neglect

What are child abuse and neglect?

Child abuse and neglect are serious public health problems and adverse childhood experiences (ACEs). They can have long-term impacts on health, opportunity, and wellbeing. This issue includes all types of abuse and neglect of a child under the age of 18 by a parent, caregiver, or another person in a custodial role (such as a religious leader, a coach, a teacher) that results in harm, the potential for harm, or threat of harm to a child. There are four common types of child abuse and neglect:

- **Physical abuse** is the intentional use of physical force that can result in physical harm. Examples include hitting, kicking, shaking, burning, or other shows of force against a child.[1]
- **Sexual abuse** involves pressuring or forcing a child to engage in sexual acts. It includes behaviors such as fondling, penetration, and exposing a child to other sexual activities.[1]
- **Emotional abuse** refers to behaviors that harm a child's self-worth or emotional well-being. Examples include name calling, shaming, rejecting, withholding love, and threatening.[1]
- **Neglect** is the failure to meet a child's basic physical and emotional needs. These needs include housing, food, clothing, education, access to medical care, and feelings validated and appropriately responded to.[1,2]

How big is the problem?

Child abuse and neglect are common. At least 1 in 7 children have experienced child abuse or neglect in the past year in the United States.[3] This is likely an underestimate because many cases are unreported. In 2020, 1,750 children died of abuse and neglect in the United States.[4]

Children living in poverty experience more abuse and neglect. Experiencing poverty can place a lot of stress on families, which may increase the risk for child abuse and neglect. Rates of child abuse and neglect are 5 times higher for children in families with low socio-economic status.[1]

Child maltreatment is costly. In the United States, the total lifetime economic burden associated with child abuse and neglect was about $592 billion in 2018.[5] This economic burden rivals the cost of other high profile public health problems, such as heart disease and diabetes.[6]

National Center for Injury Prevention and Control
Division of Violence Prevention

What are the consequences?

Children who are abused or neglected may suffer immediate physical injuries such as cuts, bruises, or broken bones. They may also have emotional and psychological problems, such as anxiety or post-traumatic stress.[1]

Over the long term, children who are abused or neglected are also at increased risk for experiencing future violence victimization and perpetration, substance abuse, sexually transmitted infections, delayed brain development, lower educational attainment, and limited employment opportunities.[1]

Chronic abuse may result in toxic stress, which can change brain development and increase the risk for problems like post-traumatic stress disorder and learning, attention, and memory difficulties.[7]

How can we prevent child abuse and neglect?

Child abuse and neglect are preventable. Certain factors may increase or decrease the risk of perpetrating or experiencing child abuse and neglect. To prevent child abuse and neglect, we must understand and address the factors that put people at risk for or protect them from violence.[8] Everyone benefits when children have safe, stable, nurturing relationships and environments. CDC developed *Preventing Child Abuse & Neglect: A Technical Package for Policy, Norm, and Programmatic Activities* to help communities use the best available evidence to prevent child abuse and neglect. This resource is available in English and Spanish and can impact individual behaviors and relationships, family, community, and societal factors that influence risk and protective factors for child abuse and neglect.

Different types of violence are connected and often share root causes. Child abuse and neglect are linked to other forms of violence through shared risk and protective factors. Addressing and preventing one form of violence may have an impact on preventing other forms of violence.[8]

Strengthen economic supports to families
- Strengthening household financial security
- Family-friendly work policies

Change social norms to support parents and positive parenting
- Public engagement and enhancement campaigns
- Legislative approaches to reduce corporal punishment

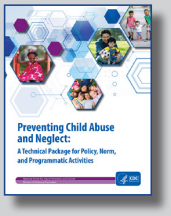
Provide quality care and education early in life
- Preschool enrichment with family engagement
- Improved child care quality through licensing and accreditation

Enhance parenting skills to promote healthy child development
- Early childhood home visitation
- Parenting skill and family relationship approaches

Intervene to lessen harms and prevent future risk
- Enhanced primary care
- Behavioral parent training programs
- Treatment to lessen harms of abuse and neglect exposure
- Treatment to prevent problem behavior and later involvement in violence

Preventing Child Abuse and Neglect: A Technical Package for Policy, Norm, and Programmatic Activities

A **technical package** is a collection of strategies based on the best available evidence to prevent or reduce public health problems. The **strategy** lays out the direction and actions to prevent child abuse and neglect. The **approach** includes the specific ways to advance the strategy through programs, policies and practices. The **evidence** for each of the approaches in preventing child abuse and neglect and associated risk factors is also included.



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1-800-CDC-INFO (232-4636) • www.cdc.gov/violenceprevention

13. Fathers who connect with their children form strong familybonds.
14. Parents can learn ways to calm a crying baby and manage feelings of frustration when a baby is inconsolable.
15. Parents can investigate child care provider for any history ofabusing children. Use Trustline to checkout child care providers 800-822-8490.
16. Parents can ask for help whendepressed or stressed by life'schallenges.
17. Parentslearning about child safety in the home can prevent accidents and increase awareness of the environment.
18. Parentscanusecommunity servicessuch asrespitecareand homevisiting services tostrengthenparental resiliencewhen times are tough.
19. Communities can support families by providingfreeorlow-costactivitiesthat encourage parent/childinteractions.
20. Community networks collaborating with each other facilitate ease of referralsand obtaining services for families.

STATE OF CALIFORNIA

HEALTH AND HUMAN SERVICES AGENCY

DEPARTMENT OF SOCIAL SERVICES

Office of Child Abuse Prevention

Pub 411 (8/11)

20 Facts About Child Abuse and Neglect

1. Child abuse orneglect is a crime.
2. TheCaliforniaChild Abuse and Neglect Reporting Law (Penal Code sections 11164-11174.3) may be accessed onthe internet at www.leginfo.ca.gov.
3. Child abuse and neglect affect childrenof all ages, races, and incomes.
4. Instances of suspected abuse or neglect should be reported to Child Protective Services (CPS) or police.
5. A listing of California's Hotline Numbers for child abuse reporting for each county may be found at www.childsworld.ca.gov/res/pdf/CPSEmergNumbers.pdf
6. Parents abusing drugs or alcohol are at higher risk of abusing or neglectingtheir children.
7. Exposure to domestic violence negatively impacts children. Evidence shows a strong connection between domestic violence and child abuse.

8. Children under two years of age are at greater risk of abuse or neglect.
9. Prematurity is a risk factor for child abuse or neglect.
10. Abusive head trauma or shaken baby syndrome often occurs when an adult shakes a child because of inconsolable crying.
11. Children with disabilities are more likely to be abused or neglected than children with no disabilities.
12. Neglected or sexually abused children may not show physical signs of harm.
13. Children in poverty suffer neglect and abuse 22 times more than children in affluent families.
14. It is against the law to knowingly make a false report of child abuse or neglect.
15. Reporting child abuse or neglect only requires "reasonable suspicion" and does not automatically mean the child will be removed from the home.
16. Only Child Protective Services or a law enforcement agency may conduct an investigation into suspected abuse or neglect.
17. In California, mandated reporters are required to report child abuse and neglect. Mandated reporters are those who come into contact with children through their employment and may receive training at mandatedreporterca.com.

18. Once investigated, reports of suspected child abuse are categorized as substantiated, unfounded or inconclusive (insufficient evidence).
19. Substantiated and inconclusive reports of child abuse or neglect are filed in the California Department of Justice Child Abuse Central Index (CACI) database.
20. Unfounded reports are purged from the CACI database.

20 Ways Of Preventing Child Abuse and Neglect

1. The Child Help USA Hotline offers 24-hour crisis telephone assistance for individuals under stress. Telephone counseling is available in 140 languages 800-422-4453.
2. Organizations such as Parents Anonymous offer self-help groups for parents seeking support and positive parent strategies at www.parentsanonymous.org.
3. Child Abuse Prevention Councils or Family Resource Centers have resources available locally to help families. www.capsac.org/crisisnumbers/ca-councils or 222.familyresourcescenters.net

4. Parents who ask for help in getting housing, food, transportation, and/or health care protect their families from stress.
5. Being connected to family and friends by sharing celebrations and day-to-day problems makes families stronger.
6. Families who use a family physician and healthcare provider, also known as a medical home, promote good health and children are screened for normal developmental milestones on an ongoing basis.
7. Parents who encourage, listen, and accept expression of emotions help their child to develop healthy self-esteem about themselves and in relation to others.
8. Parents who learn about and practice safe nonviolent forms of child discipline become positive role models for their children.
9. Learning what is normal with their child's development helps parents accept their child as they are and decreases frustration from unrealistic expectations.
10. Parents that utilize recovery programs for alcohol or drug abuse learn to stay clean and stay connected with others.
11. Parent education classes teach parents the benefits of bonding, understanding, and accepting their children's personalities.
12. High quality preschools teach children social skills and build self-esteem.

101 Phrases of Praise

I love you.	You're great.	Great job.	Terrific.
Thanks so much.	Super work.	Outstanding.	I'm so proud of you.
Fabulous.	Perfect.	You're getting there.	Wonderful.
You make me happy.	You're special.	Lean on me.	Thanks for helping.
You can do it.	Excellent.	You're super.	Great smile.
That's a great idea.	You're the best.	Way to go.	Good for you.
You're delightful.	You did it.	Right on.	Great.
Thanks for sharing.	Looks good.	Marvelous.	I trust you.
You're getting better.	Fantastic.	You deserve a star.	You've improved.
Very good.	I'm impressed.	Exceptional.	You're an angel.
You're fun.	Thanks for caring.	You're a big help.	You're very responsible.
You're a real pal.	You're a super listener.	You're a joy.	You're tops.
You're considerate.	Nice work.	You're a gem.	Dynamite.
Hurray for you.	I listen to you.	You're on your way.	You've made progress.
You're neat.	You're a champ.	Beautiful.	Great imagination.
You'll get it.	Keep up the good work.	You're very brave.	You're special.
Good sport.	Sounds great.	You've got what it takes.	You're #1.
How clever.	How thoughtful.	How original.	You're on the mark.
You're a real friend.	You're the greatest.	I've got faith in you.	Keep trying.
Much better.	Well done.	I support you.	Thanks for being honest.
Great idea.	How artistic.	What careful work.	Exceptional.
Very nice of you.	I like you.	That's neat.	Great try.
You've got it now.	Wonderful imagination.	You're right.	You're sweet.
Great answer.	You've got heart.	Delightful idea.	You deserve a kiss.
You brighten my day.	Super job.	You're so smart.	What a great kid.
You're such a smart kid.			

Adapted From: *Parent-Child Interaction Therapy* by Hembree-Kigin, T. & Bodiford McNeil, C., 1995.
Harborview 03

CHILDREN'S HOME SOCIETY OF CALIFORNIA
www.chs-ca.org

For additional CHS Family Education Program materials, please call (714) 712-7888. For more information about CHS Early Learning and Education Programs, call (888) CHS-4KIDS.

Family Education Program materials and podcasts, and information on CHS programs can also be found on our website at www.chs-ca.org.

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CHILDREN'S HOME SOCIETY OF CALIFORNIA

CHOOSING CHILD CARE

MAKING THE RIGHT CHOICE FOR YOUR FAMILY

Choosing child care is one of the most important decisions a parent can make. Finding the care most suitable for your child will take time, but learning about the types of child care available and what makes a quality child care program will help your search to be successful.

Children's Home Society of California's (CHS) Child Care and Development Services has prepared this guide to assist you as parents to evaluate your child care needs and to help you select a program that will best suit those needs.

We strongly urge you to visit the family child care homes or child care centers under consideration, and to talk to those who will be directly and indirectly involved in your child's care. The more homes and centers you visit, the better prepared you will be to make the best choice for your child.

All family child care homes and child care centers must be licensed by the State of California. Licensing is intended to insure minimal standards of health and safety for children's protection. But licensing alone does not guarantee the quality of a child care center or home. You are the best judge of whether a child care program will be suitable for your child.

If you need additional information to help you choose a child care program, please contact our office at the phone number on the back of this brochure.

THE RIGHT CHOICE FOR YOUR CHILD

Some important factors or questions to consider when selecting quality child care are:

- What is the education level of the child care providers?
- Is the space safe, bright, attractive, and interesting to children?
- Does the environment allow for a variety of play activities both inside and outside?

TRUSTLINE

Parents may use TrustLine to find out background information about caregivers who are not currently required by the State of California to be licensed. TrustLine, a public registry maintained by the California Department of Social Services and the Child Care Resource and Referral Network, includes caregivers who have submitted their fingerprints to the Department of Justice and have no disqualifying child abuse reports or disqualifying criminal convictions in California. These "license-exempt" providers include: (1) in-home care in which a caregiver (nanny, babysitter, friend, or relative) provides care for the child in the child's own home and (2) home care in which a caregiver provides care in their home for children from only one other family besides their own. Some before- and after-school programs may also be license-exempt. For more information about TrustLine, call our office at the phone number on the back of this brochure.

ADULT-TO-CHILD RATIO

An important factor to consider in selecting child care is the adult-to-child ratio.

Small Family Child Care Homes are licensed to provide care for a maximum number of 8 children, including the caregiver's own children under age 10. Minimum licensing standards are:

ADULT	CHILDREN	
1	4	Infants (birth-24 months)
1	6	No more than 3 infants
1	8	No more than 2 infants and at least 2 school age* (over 6 years)

Large Family Child Care Homes are licensed to provide care for a maximum number of 14 children, including the caregiver's own children under age 10. When care is provided for more than 6 children, an assistant caregiver must be present. Minimum licensing standards are:

ADULT	CHILDREN	
2	12	No more than 4 infants (birth-24 months)
2	14	No more than 3 infants and at least 2 school age* (over 6 years)

Child Care Centers are licensed to provide care for children in a group setting. Centers, large or small, can offer full- or part-time infant, preschool, or school age programs. They may be independently operated or connected with a school, church, business, or other organization. Minimum licensing standards are:

ADULT**	CHILDREN	
1	4	Infants (birth-24 months)
1	12	Preschool (2-6 years)
1	14	School age* (6-14 years)

*One child may be enrolled in kindergarten (as young as 4 years and 9 months). If 2 children are school age, small family child care homes may care for 8 children (instead of 6) and large family child care homes may care for 14 children (instead of 12).

**The adult must meet Community Care Licensing qualifications.

QUALITY CHILD CARE CHECKLIST

HEALTH & SAFETY

- ☐ Is the facility licensed?
- ☐ Are the proper adult/child ratios maintained?
- ☐ Is the setting bright and attractive, with adequate space for quiet and active play both indoors and outdoors?
- ☐ Are all areas child-proofed and free of hazards and is all equipment safe and in good repair?
- ☐ Is the facility clean overall (bathrooms and diapering areas, kitchen, play areas) and is handwashing practiced regularly?
- ☐ Are there safe areas for napping?
- ☐ Are there working smoke detectors, fire extinguishers, and a first aid kit?

- ☐ Is an emergency evacuation plan posted and practiced?
- ☐ Are there emergency contact cards for each child?
- ☐ Does the caregiver have liability insurance or a waiver of liability?
- ☐ Does the caregiver or center staff have up-to-date training in pediatric first aid and CPR?
- ☐ Does the caregiver or center use appropriate car seats or safety belts for each child if children are being transported?
- ☐ If food is furnished at the facility, is it nutritionally balanced and prepared and stored in a safe manner?

CAREGIVER'S PERSONAL STYLE

- ☐ Is the caregiver someone who is warm, sensitive to children's needs, and who responds lovingly and respectfully to children?
- ☐ Does the caregiver give each child individual attention?
- ☐ Does the caregiver treat each child in a positive way that builds self-esteem? For example, does the caregiver interact respectfully with children, using a positive tone of voice?
- ☐ Is the caregiver accepting of your cultural and family values?
- ☐ Does the caregiver have a firm but loving approach to discipline? (Note: Physical punishment, spanking, humiliation, neglect, retaliation, mental abuse, or punitive interference with daily functions of living such as eating, sleeping, or elimination are strictly prohibited in licensed facilities.)
- ☐ Is the caregiver willing to discuss your child with you, and are parents welcome to make unannounced visits at any time?

CAREGIVER'S PROFESSIONALISM

- ☐ Does the caregiver have training in child development or early childhood education? (Licensing sets minimum educational standards for child care center directors and staff; no educational training is required for family child care providers at this time.)
- ☐ Does the caregiver continue to keep up-to-date by attending trainings and seminars?
- ☐ How much experience caring for children does the caregiver have?
- ☐ Does the caregiver belong to any professional organizations?
- ☐ Are the child abuse reporting procedures provided to parents?
- ☐ Does the caregiver use written agreements and clearly communicate the expectations and policies of the program?
- ☐ Does the caregiver make available a reference list of current and past clients?

You also have the right and responsibility to request specific information about a licensed child care home or center from Community Care Licensing, California Department of Social Services. Call CHS for the specific phone number and location of the licensing office in your community.

Continue to monitor your child care arrangements at all times. You have the right to visit the child care facility unannounced whenever your child is there. Making such visits is one way to find out for yourself what kind of care your child is receiving. Continue to check the safety of the child care setting and speak to the caregiver about any concerns you have. If you cannot resolve a complaint with the caregiver, report your concerns to Community Care Licensing, Department of Social Services. Remember, you have the final responsibility for your child's care and the right to change child care providers whenever you are concerned about your child's well-being or happiness.

CHILD CARE REFERRAL POLICY

Children's Home Society of California's (CHS) Resource and Referral (R&R) Program provides child care referrals to parents within CHS's designated service area to all parents requesting services regardless of income level or other eligibility requirements. Referrals are provided to parents based on their specific needs. CHS refers to child care centers, license-exempt child care centers, and licensed family child care homes.

In order to promote quality child care for children, CHS will:

- Assist parents seeking child care, but will not make recommendations.
- Provide written information about selecting quality child care.
- Recommend that parents visit facilities before making a decision.
- Inform parents of their right to review licensing information about providers.
- Maintain confidentiality of all information received from the parent.
- Operate all programs and services based on the CHS Non-Discrimination Policy.

CHS reserves the right to discontinue referrals to a child care provider when:

- Licensing, law enforcement, or another regulatory agency has substantiated a complaint involving the health, safety, or personal rights of children; or actions that would impact the care or services to children.
- CHS is informed of an ongoing investigation regarding the health, safety, or personal rights of children; or actions that would impact the care or services to children.
- CHS has received a complaint regarding the health, safety, or welfare of a child and CHS is waiting for a response from the local licensing agency regarding the results of the complaint.
- CHS has been notified by Community Care Licensing (CCL) that the provider has been issued a probationary license or corrective action plan, or the license has been suspended or revoked.

According to the laws of the State of California, CHS will remove from the referral database a licensed child care facility that has been issued a revocation, temporary suspension order, or that is on probation.

CHS will notify the provider in writing when it is determined that CHS will discontinue referrals to the provider because of one of the above items.

BrightLife Kids
A CalHOPE program by Brightline

Get support with the tough stuff and help your child thrive

No costs attached. No insurance required. No referrals needed.

BrightLife Kids — a CalHOPE program* by Brightline — is designed by youth behavioral health experts to give you and your child the emotional and behavioral support your kids need to succeed.

BrightLife Kids offers live video sessions and secure chats with a dedicated behavioral health coach, and on-demand digital resources to parents/caregivers and kids aged 0–12 who live in California.

BrightLife Kids includes things like:

- ✓ **Teaching kids** how to manage sadness, worries, anger, social challenges, family relationships, difficulties with friends, bullying, self-confidence, and more
- ✓ **Helping parents** build confidence and structure — we can help you be the kind of parent/caregiver you want to be
- ✓ **Bilingual coaches** (English/Spanish) and translation to 17 other languages* available
- ✓ Coaches who come from **diverse backgrounds** (just like the families they work with) and are sensitive to different cultures, traditions, and ways of life
- ✓ Coaches who have **training and experience** working with LGBTQ+, BIPOC, and gender-diverse populations
- ✓ Coaches who specialize in **personalized coaching** for kids and families and know when it's time to refer families to a higher level of support in the community

Get started in just 3 easy steps:

Scan the QR code

or visit brightlife.kids to create your no-cost account today.

1. Visit us at **brightlife.kids** to create your no-cost account.
2. Get a personalized care recommendation.
3. Explore no-cost resources, chat with a coach, or schedule your first appointment. Appointments are available within days, not months!

The Children and Youth Behavioral Health Initiative (CYBHI) is a $4.7B package of investments initiated by Governor Gavin Newsom to support California's kids. One of the goals of CYBHI is to give kids and families the opportunity to receive expert behavioral health support in an easy-to-access, digital format. Brightline was chosen out of 450 vendors to be the partner for children ages 0–12 and is proud to introduce BrightLife Kids — a CalHOPE program by Brightline.

**Chinese, Vietnamese, Tagalog, Korean, Armenian, Russian, Farsi, Japanese, Arabic, Cambodian, Hindi, Hmong, Thai, Laotian, Punjabi, Mien, and Ukrainian

APPENDIX I

COURSE CATALOG WITH DESCRIPTIONS

COURSE CATALOG

COURSE LIST

English

Middle School

English 6-1, 6-2
English 7-1, 7-2
English 8-1, 8-2

High School

English 1, 2
English 1, 2 Accelerated
English 3, 4
Honors English 3, 4
American Literature 1, 2
Honors American Literature 1, 2
Contemporary Voices in Lit. 1, 2
English Literature 1, 2
Honors English Literature 1, 2
World Literature 1, 2
AP English Language & Composition 1, 2
AP English Literature & Composition 1, 2

Mathematics

Middle School

Math 6-1, 6-2
Math 7-1, 7-2
Math 8 -1, 8- 2
Algebra 1, 2
Integrated Math 1a, 1b

High School

Algebra 1, 2
Integrated Math 1a, 1b
Integrated Math 2a, 2b
Integrated Math 3a, 3b
Geometry 1, 2
Intermediate Algebra 1, 2
Pre-Calculus 1, 2
Honors Pre-Calculus 1, 2
AP Calculus AB 1,2
Statistics 1, 2
Business Math 1, 2

Science

Middle School

Science 6-1, 6-2
Integrated Science 6-1, 6-2
Life Science 7-1, 7-2
Integrated Science 7-1, 7-2
Integrated Science 8-1, 8-2

High School

Earth & Space Science 1, 2
Biology 1, 2
Honors Biology 1, 2
Marine Biology 1, 2
Physics 1, 2
Chemistry 1, 2
Honors Chemistry 1, 2
Intro to Green Tech and Energy 1, 2 (also CTE)
AP Environmental Science 1, 2

History - Social Science

Middle School

Ancient Civilizations 6-1, 6-2
World History & Geography 7-1, 7-2
U.S. History & Geography 8-1, 8-2

High School

World History, Geography & Economics 1, 2

AP World History, Modern 1, 2
U.S. History & Geography 1, 2
Honors U.S. History & Geography 1, 2
AP U.S. History 1, 2
Government 1
AP Government & Politics: U.S. 1, 2
Economics 1
AP Human Geography 1, 2

Physical Education

Middle School

Physical Education 6-1, 6-2
Physical Education 7-1, 7-2
Physical Education 8-1, 8-2
CACC PE 8-1, 8-2
CA Cadet Corps 1, 2
Cadet Corps Summer Camp 1, 2

High School

Physical Education 1, 2 (High School Course 1)
Physical Education 3, 4 (High School Course 2)
CACC PE 1, 2 (High School Course 1)
CACC PE 3, 4 (High School Course 2)
CA Cadet Corps 1-6
Cadet Corps Leadership 1, 2
Cadet Corps Summer Camp 1, 2

Electives

Middle School

World Language

Spanish 1, 2
Spanish 3, 4
German 1, 2
German 3, 4
French 1, 2
French 3, 4

Visual & Performing Arts

Middle School Art 1, 2

General Electives

AVID 6a, 6b
AVID 7a, 7b
AVID 8a, 8b
Career Explorations VR (Virtual Reality) 6-8
ELD MS Language and Literacy 1, 2
ELD MS Language and Literacy 3, 4
ELD MS Language and Literacy 5, 6
ELD MS Language and Literacy 7, 8
Empower Math 1a, 1b
Exploring Careers 1, 2
MS Health Science Exploration 1, 2
Literacy 6th Grade 1, 2
Literacy 7th Grade 1, 2
Literacy 8th Grade 1, 2
Study Skills 6-8

High School

World Language

French 1, 2
French 3, 4
French 5, 6
German 1, 2
German 3, 4
Spanish 1, 2
Spanish 3, 4
Spanish 5, 6
AP Spanish Language & Culture 1, 2

Visual & Performing Arts

- Art 1, 2
- Art History 1, 2
- Commercial Art 1, 2
- Music Appreciation 1, 2
- Photography 1, 2
- Drawing 1, 2

Career Technical Education

- Altus Success 1, 2
- Aviation UAS Operations 1, 2
- Business Careers 1,2
- Career and Life Management 1, 2
- Career Explorations 1, 2
- Career Planning & Development 1, 2
- Child Development 1, 2
- Computer Science (CS) Discoveries 1, 2
- Design Careers 1, 2
- Entrepreneurship 1, 2
- Environmental Sustainability 1, 2
- Foundations of Personal Finance 1, 2
- General Work Experience Ed. 1-4
- Health Science Concepts 1, 2
- Foundations of Patient Care 1, 2
- Hospitality, Tourism & Recreation 1, 2
- Hospitality Management 1, 2
- Information and Communication Technology 1, 2
- Intro to Business 1, 2
- Intro to Green Technology & Energy 1, 2
- Military Science 1 - 4
- Nursing Assistant 1, 2
- Nutrition 1, 2
- Pathway Exhibition
- Personal Finance 1
- Photoshop 1, 2
- Psychology 1, 2
- Retail Sales and Marketing 1, 2
- Teacher Education 1, 2
- Veterinary Science 1, 2
- VR (Virtual Reality) Career Explorations
- VR Patient Care Clinical Simulation 1, 2

General Electives

- AVID 9 A, B
- AVID 10 A, B
- AVID 11 A, B
- AVID 12 A, B
- AVID Peer Support
- AVID Peer Support Tutoring 1, 2
- Asian Pacific Islander Studies
- Black and African American Studies
- Chicano(a) and Latin(x) Studies
- Native American Studies
- Comprehensive Health 1
- Driver's Education
- Early College Academy
- ELD Language and Literacy 1, 2
- ELD Language and Literacy 3, 4
- ELD Language and Literacy 5, 6
- ELD Language and Literacy 7, 8
- Empower Math I A, B
- Empower Math II A, B
- Empower Math III A, B
- World Geography 1
- Literacy 1-4
- AP Psychology 1, 2
- Service Learning 1, 2
- Strategies for Academic Success
- Study Skills 1, 2

ENGLISH

English 6-1, 6-2 (A1550, A1550)
Grade: 6

This two-semester course includes a variety of literary texts to develop students' understanding of plot, setting, characterization, and theme. Instruction also helps students transition from reading the narrative texts most common in elementary school to argumentative and informational texts, with a strong focus on the common structures of these text types. Informative lectures/targeted lesson plans engage students in a variety of literary genres. Students develop the skills to succeed on standardized tests through analyzing and evaluating numerous texts.

English 7-1, 7-2 (A1501, A1501)
Grade: 7

This two-semester course includes the study of literature in major genres: short story, nonfiction, poetry, fable/myth/legend and a novel or novel excerpt. Activities emphasize writing, oral communication, spelling, vocabulary, grammar, and usage. A variety of writing styles and essay types are emphasized. Informative lectures/targeted lesson plans engage students in a variety of literary genres. Students develop the skills to succeed on standardized tests through analyzing and evaluating numerous texts.

English 8-1, 8-2 (A1520, A1520)
Grade: 8

This two-semester course includes the study of literature in major genres: short story, nonfiction, poetry, fable/myth/legend and a novel or novel excerpt. Activities build upon prior grade-level skills and emphasize writing, oral communication, spelling, vocabulary, grammar and usage. A variety of writing styles and essay types are emphasized. Informative lectures/targeted lesson plans engage students in a variety of literary genres. Students develop the skills to succeed on standardized tests through analyzing and evaluating numerous texts.

***+English 1, 2 (A1540, A1541)**
Grade: 9

In this two-semester course, the students will be exploring the human condition and the discovery of the self. They will be asked to ex-

amine the reasons why we behave in the ways that we do, how humans interact with one another, and express their beliefs and values. Required readings will focus on analysis and making historical connections with classic literature, as well as developing reading, vocabulary, and writing skills that are aligned with the California Common Core Standards.

***+ English 1, 2 Accelerated (A1552, A1553)**
Grade: 9

This in-depth English course invites students to explore diverse texts. Students will engage in literary analysis and inferential evaluation of both classic and contemporary texts of varying lengths and complexities. While critically reading fiction, poetry, drama, and literary nonfiction, students will master comprehension and literary-analysis strategies. Interwoven in the lessons across two semesters are activities that encourage students to strengthen their oral language skills and produce clear, coherent writing. Students will read a range of classic texts, including Shakespeare's Romeo and Juliet. They will also study short but complex texts, including influential speeches by prominent historical figures.

***+English 3, 4 (A1570, A1571)**
Grade: 10

In this two-semester course, the students will be exploring the themes of prejudice, equality, and self-advocacy. They will be asked to examine focusing questions such as, "Are people essentially good or essentially evil?". Required readings will focus on analysis and making historical connections with classic literature, as well as developing reading, vocabulary, and writing skills that are aligned with the California Common Core Standards.

***+Honors English 3, 4 (A1554, A1555)**
Grade: 10

Focused on application, this sophomore English course reinforces literary analysis and 21st-century skills with superb pieces of literature and literary nonfiction. Each unit focuses on specific literary analysis skills and allows students to apply them to a range of genres and text structures. Students will read a range of classic texts, including Shakespeare's Julius Caesar. They will also study short but complex texts, including influential speeches by prominent historical figures.

***+American Literature 1, 2 (A1583, A1584)**
Grade: 11

This two-semester course emphasizes skills and strategies for independent reading, analyzing, and writing about works of American literature, with a focus on how that literature reflects the development of a diverse and animated American culture. Reading, writing, oral communication, and language study are emphasized in this course. The goal is to encourage students to communicate effective-

ly in various forms while they engage deeply with a wide variety of American authors, orators, and artists. Students develop the skills to succeed on standardized tests through analyzing and evaluating numerous texts, and by increased exposure to the test format and content.

***+Honors American Literature 1, 2 (A1589, A1590)**
Grade: 11

Altus Honors American Literature 1, 2 is a college-level course designed to emphasize independence and responsibility in critical analysis of a variety of literary texts, including poetry, essays, short stories, historical documents, drama, and novels. The course is granted weighted credit by the University of California.

Class content is arranged chronologically and/or thematically. Students examine the development of American Thought, ambition, and imagination through the heritage and history of the country's diverse peoples. Different points of view—and the ways in which the prevalent philosophical, political, ethical, and social influences of the times affected those views—will be explored through a historical look at literature. Emphasis will also be placed on studying the craft of the writers, including the techniques they used to express ideas. Coursework, including homework, consists of a variety of college-level academic endeavors including crafted analysis and research-based essays, in-class essays, reading response, Socratic seminars, debates, presentations, vocabulary development, and self-directed reading. In all their coursework, students should show evidence that they are increasing the depth and complexity of their knowledge of American literature, representing other's ideas responsibly, and developing academic writing skills. As preparation for college, the course's writing and reading activities are designed to deepen and extend discourse in the pursuit of knowledge.

***+Contemporary Voices in Literature 1, 2 (A1612, A1613)**
Grade: 11, 12

This two-semester course meets the English requirements for grades 11 or 12, or it can be taken as an elective. Students explore issues by American and world writers who are writing today. These writers come from diverse cultural and ethnic backgrounds. Students write for various purposes and audiences. The course integrates all aspects of literacy: reading, writing, speaking, and listening.

***+English Literature 1, 2 (A1641, A1642)**
Grade: 12

In this two-semester course, students will explore classic works of literature developed in the British Isles over the last 1,000 years. Students develop the ability to use varying ap-

proaches to writing and the ability to use new vocabulary terms within this writing. Activities emphasize reading, writing, and standard English grammar and usage.

***+Honors English Literature 1, 2 (A1643, A1644)**
Grade: 12

In this two-semester course 12th grade students will have varied and multiple opportunities to read, analyze, discuss, and write about literature produced in the British Isles in the last 1,000 years. Literary criticism will focus on the political as well as philosophical approach, as required by the current state standards. This weighted course meets the requirements for an Honors course.

***+World Literature 1, 2 (A1705, A1706)**
Grade: 11, 12

In this two-semester course students will explore genres through exposure to works by writers from various cultural and ethnic backgrounds. Students explore how the development of technology has impacted language usage. Students write for various purposes and audiences and exhibit their ability to integrate all aspects of literacy: reading, writing, speaking, and listening.

***+#AP English Language and Composition 1, 2 (A1655, A1656)**
Grade: 11-12

This Advanced Placement English course is designed to help students become more skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. By their writing and reading in this course, students should become aware of the interactions among a writer's purposes, audience, expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing. The overall purpose of the AP English Language and Composition course, then, is to enable students to read complex texts with understanding and to write prose that is rich enough and complex enough for mature readers.

***+#AP English Literature and Composition 1, 2 (A1653, A1654)**
Grade: 11-12

This Advanced Placement English course involves students in both the study and practice of writing and the study of literature. They learn to use the characteristic modes of discourse and to recognize the assumptions underlying various rhetorical strategies. Through speaking, listening, and reading, but chiefly through the experience of their own writing, students become more aware of the resources of language. Advanced Placement English Literature and Composition 1,2 is not a survey course; it is, rather, a course to help students develop critical judgment and expressive

skill. Students are encouraged to read analytically and sensitively a few carefully chosen high-quality selections, to develop personal communicative styles, and to reflect honesty and precision in the use of the language. The course prepares students for the Advanced Placement Examination in Literature and Composition.

MATHEMATICS

Math 6-1, 6-2 (A0060)
Grade: 6

This course is required for all 6th grade students. This course extends students' understanding of multiplication, division, numbers, and arithmetic to reason with and solving problems with ratios, divide fractions by fractions and algebraic expressions. This course includes a targeted exploration of ratios and proportional relationships, the number system, expressions and equations, geometry, statistics and probability. After which, students will understand ratio concepts, reason about and solve one – variable equations and inequalities, compute with multi-digit numbers, find common factors and multiples, represent and analyze quantitative relationships between dependent and independent variables summarize and describe distributions.

Math 7-1, 7-2 (A4001a, A4001b)
Grade: 7

This course is required for all 7th grade students. This course extends students' understanding of operations with fractions in the number systems to add, subtract, multiply and divide with rational numbers. Students will have an in-depth study of ratios and proportional relationships, the number system, expressions and equations, geometry and statistics and probability. In this course, students will analyze proportional relationships and use them to solve problems. After a targeted exploration of properties of operations, students will generate equivalent expressions. Students will solve real world problems including those that involve proportional relationships, representing situations with equations or expressions, angle measure, area, surface area, and volume. After investigating chance processes, students will use random sampling to draw inferences about population and use probability models.

Math 8-1, 8-2 (A4080a, A4080b)
Grade: 8

This course is designed for grade 8 students to build the fundamental skills necessary for success in Algebra/Integrated Math 1. The course is organized around five major strands: Number Sense, Expressions and Equations, Functions, Geometry, Statistics and Probability. It

reinforces the skills and concepts needed to meet the standards by which these students will be assessed. Students will study an array of principles including: The number system; work with radicals and integer exponents; define, evaluate and compare functions; use functions to model relationships between quantities; understand congruence and similarity, understand the Pythagorean theorem; solve real world and mathematical problems involving volume of cylinders, cones and spheres; investigate patterns of association in bivariate data.

***+Algebra 1, 2 (A4041, A4042)**
Grade: 8-10

This course extends the mathematics that students learned in middle school and deepens students' understanding and skill level in the conceptual categories of number and quantity, algebra, functions and statistics and probability. Students develop an understanding of the symbolic language of math. Algebraic skills and concepts are developed in various problem-solving situations with symbolic reasoning and calculations with symbols serving as the focus of the course. (Ref. California Math Content Standards and Framework for Algebra 1).

***+Integrated Math 1 a-b (A4157, A4158)**
Grade: 8-10

Integrated Math 1 is the first course in a three-year series of integrated mathematics courses incorporating the Common Core State Standards. The purpose of this course is to formalize and extend the mathematics students learned in middle school. Students extend their understanding of linear relationships, contrasting them with exponential phenomena, and applying linear models to data that exhibit a linear trend. They develop fluency in writing, interpreting, and translating between various forms of linear equations and inequalities, and experiment with transformations in the plane. The Mathematical Practice Standards are applied throughout and give context to the math concepts by applying them to real-world situations.

***+Integrated Math 2 a-b (A4159, A4160)**
Grade: 9-11

Integrated Math 2 is the second course in a three-year series of integrated mathematics courses incorporating the Common Core State Standards. The focus of the second year of study is on quadratic expressions, equations, and functions, building on conceptual knowledge developed in Integrated Math 1. Students learn how to write geometric proofs and use their knowledge of similarity to begin work in right triangle trigonometry, especially as it connects to the Pythagorean theorem. Probability and data, along with circles and their quadratic algebraic representations round out the course. The Mathematical Practice Standards are applied throughout to pro-

vide real-world context to the concepts being learned in class.

***+Integrated Math 3 a-b (A4163, A4164)**
Grade: 10-12

This course synthesizes previous mathematical learning in four focused areas of instruction. First, students relate visual displays and summary statistics to various types of data and to probability distributions with a focus on drawing conclusions from the data. Then, students embark on an in-depth study of polynomial, rational, and radical functions, drawing on concepts of integers and number properties to understand polynomial operations and the combination of functions through operations. This section of instruction builds to the Fundamental Theorem of Algebra. Students then expand the study of right triangle trigonometry they began in Mathematics 2 to include non-right triangles and developing the Laws of Sines and Cosines. Finally, students model an array of real-world situations with all the types of functions they have studied, including working with logarithms to solve exponential equations. As they synthesize and generalize what they have learned about a variety of function families, students appreciate the usefulness and relevance of mathematics in the real world.

***+Geometry 1, 2 (A4141, A4142)**
Grade: 9-11

Students will learn many geometry skills and concepts that are useful in their daily lives. In addition to learning these skills and concepts, students will develop the ability to construct formal, logical arguments and proofs in geometric settings and problems.

***+Intermediate Algebra 1, 2 (A4151, A4152)**
Grade: 11-12

This course complements and expands the mathematical content and concepts of Algebra 1 and Geometry. In this course, students gain experience with algebraic solutions of problems in various content areas including the solution of systems of quadratic equations, permutations and combinations, logarithmic and exponential functions, the binomial theorem, and the complex number system.

***+Pre-Calculus 1, 2 (A4161, A4162)**
Grade: 11-12

This college preparatory course is normally offered only to twelfth-grade students. The course includes two semesters of integrated concepts of trigonometry and advanced algebra in such a form as to make them most useful for later study of analytic geometry and calculus. This course also includes an introduction to topics in discrete mathematics. This course is intended to help students meet mathematics content standards AT.1 through AT.7 and performance standards.

***+Honors Pre-Calculus 1, 2 (A4181, A4182)**
Grade: 11-12

Prerequisites: A "B" grade or better in Intermediate Algebra 1, 2; recommendation of teacher and/or counselor. Progression to advanced courses is based on achievement of a "B" grade or better.

Honors Preparatory Course (HP): This course meets the University of California's c (mathematics) subject-area requirement.

This course is offered to grade 11 students who have demonstrated superior achievement and motivation in mathematics. The course is designed to be a third-year course in algebra. It includes a strong treatment of trigonometry, limits, and algebraic functions. After successful completion of this course, the student will be prepared for the first course of calculus.

***+#AP Calculus AB (A4189, A4190)**
Grade: 11-12

AP Calculus AB course covers all of the material outlined by the College Board as necessary to prepare students to pass the AP Calculus AB exam. This course is divided into two semesters and is designed to acquaint students with calculus principles such as derivatives, integrals, limits, approximation, and applications and modeling. During this course students will gain experience in the use of calculus methods and learn how calculus methods may be applied practically.

***+Statistics 1, 2 (A4171, A4172)**
Grade: 10-12

This college preparatory course provides an additional mathematics option for students in grades 10-12. This course meets the University of California's c (mathematics) subject area requirement and may be taken after the successful completion of one year of algebra and a year of geometry. This course is beneficial to students who plan to pursue a college major in mathematics, business, the sciences, or related fields.
The course focuses on probability, interpretation of data, and statistical problem solving. Students learn key concepts via hands-on activities, technology explorations, and the design of a statistical study. They collect data by doing an observational study and perform an experiment using a simulation or a survey. The collection, investigation, and analysis of data paired with technology exercises extend and enhance the conclusions drawn or inferences made from the studies or experiments. Key components of this course include exploration of data, data collection, the organization and analysis of data, probability, making inferences, and the justification of conclusions or decisions made.

Business Math 1, 2 (A8609, A8610)
Grade: 9-12

Business Mathematics is a high-school course where students learn mathematics for business and personal finance. Students learn to use mathematics as an effective tool in their personal and business lives. Students learn how to manage money and expenses. They also learn to make financial and business decisions. Students explore managing business finances. After successful completion of this course, students will be able to apply mathematical concepts in various personal and business situations.

SCIENCE

Science 6-1, 6-2 (A6006)
Grade: 6

Students enrolled in this two-semester course will explore the scope of earth sciences, covering everything from basic structure and rock formation to the incredible and volatile forces that have shaped and changed our planet. As climate change and energy conservation become increasingly more prevalent in the national discourse, it will be important for students to understand the concepts and causes of our changing Earth. Earth Science is a two-semester course that will provide a solid foundation for understanding the physical characteristics that make the planet Earth unique and will examine how these characteristics differ among the planets of our solar system.

Integrated Science 6-1, 6-2 (A6006)
Grade: 6

This integrated science course is designed to engage sixth-grade students in a comprehensive exploration of living systems, their structures, processes, and interactions. Aligned with the NGSS, the curriculum emphasizes scientific practices, crosscutting concepts, and core ideas related to life science. Students will develop a deep understanding of cellular structures, animal behaviors, and specialized plant adaptations.

Life Science 7-1, 7-2 (A6003)
Grade: 7

This two-semester course is designed to meet the California Content Standards for Life Science, which include an introduction to the topics of cell biology, genetics, evolution, Earth science, and living systems. Students in this course will use the inquiry method supplemented by conducting and analyzing experiments in order to explore the nature of living things. Students will also use technology to collect data and communicate ideas.

Integrated Science 7-1, 7-2 (A6003)
Grade: 7

This integrated science course provides seventh-grade students with a holistic understanding of Earth, life, and physical sciences. Aligned with the CA NGSS and the California Science Framework, the curriculum empha-

sizes crosscutting concepts, scientific practices, and core ideas. Students will explore the interconnectedness of these disciplines and engage in hands-on investigations. Students will delve into the following core ideas: investigating the Earth's dynamic processes and systems, the study of ecosystems, biodiversity and adaptations of organisms, and the role of energy flow and nutrient cycling in sustaining life, as well as physical science ideas of matter, energy, forces and motion, waves and electricity.

Integrated Science 8-1, 8-2 (A6005)
Grade: 8

This integrated science course engages eighth-grade students in a comprehensive exploration of heredity, variation, and structural changes in living organisms. Aligned with the CA NGSS, the curriculum emphasizes scientific practices, crosscutting concepts, and core ideas related to life sciences. Students will delve into genetics, protein synthesis, and the impact of mutations on organisms

***+Earth & Space Science 1, 2 (A6023, A6024)**
Grade: 9-12

This two-semester course is designed to meet the California Content and Next Generation Science Standards for Earth Science, which include astronomy, chemistry, geology, oceanography, meteorology, and paleontology, and serves as a foundation for further study in physics, chemistry, marine and environmental science. Students will use the inquiry method to investigate those principles and processes that bring about changes in the physical environment, supplement their understanding by conducting and analyzing experiments and utilizing technology to collect data and communicate ideas.

***+Biology 1, 2 (A6111, A6112)**
Grade: 9-12

This two-semester course is designed to meet the California Content and Next Generation Science Standards for Biology, which include cell biology, genetics, ecology, evolution, and physiology. It also serves as a foundation for further study in physics, chemistry, marine and environmental science. Students in this course will use the inquiry method supplemented by conducting and analyzing experiments to investigate the fundamental processes of living and non-living systems, as well as the interrelationships between them. Students will also use technology to collect data and communicate ideas. In addition, students will explore the impact of human society and technology on the biosphere.

***+Honors Biology 1, 2 (A6121, A6122)**
Grade: 9-12

This compelling two-semester course engages students in the study of life and living organisms and examines biology and bio-

chemistry in the real world. This is a year-long course that encompasses traditional concepts in biology and encourages exploration of new discoveries in this field of science. The components include biochemistry, cell biology, cell processes, heredity and reproduction, the evolution of life, taxonomy, human body systems, and ecology.

***+Marine Biology 1, 2 (A6441, A6442)**
Grade: 9-12

Throughout this course, students will study the concepts of Marine Biology including the study of marine organisms and their interactions with the environment. Students taking this course will get experience as a marine biologist who studies biological oceanography and the associated fields of chemical, physical and geological oceanography to better understand the marine organisms they are studying.

***+Physics 1, 2 (A6311, A6312)**
Grade: 9-12

This two-semester course is designed to meet the California Content and Next Generation Science Standards for Physics, which include motion, forces, conservation of energy, momentum, heat and thermodynamics, wave phenomena, electricity and magnetism. It also serves as a foundation for further study in biology, chemistry, marine and environmental science. Students will use the inquiry method supplemented by conducting and analyzing experiments to investigate the physical laws that govern nature and the universe. Students will also use technology to collect data and communicate ideas.

***+Chemistry 1, 2 (A6211, A6212)**
Grade: 10-12

This two-semester course is designed to meet the California Content and Next Generation Science Standards for Chemistry, which include atoms and bonding, conservation of matter, stoichiometry, properties of gases, acids and bases, solutions, chemical thermodynamics, reaction rates, chemical equilibrium, organic and nuclear chemistry. This course serves as a foundation for further study in college science courses. Students will use the inquiry method supplemented by conducting and analyzing experiments to investigate the nature of elements, compounds and mixtures, and how they interact through chemical reactions. Students will also use technology to collect data and communicate ideas.

***+Honors Chemistry 1, 2 (6221, 6222)**
Grade: 9–12

Prerequisites: Above-average achievement in previous science course(s) and in Integrated Math I or equivalent; Physics 1, 2 and Chemistry 1, 2 recommended; concurrent enrollment in Integrated Math 2 or equivalent recommended; a desire to succeed in a rigorous

college-level course environment.

Students who complete this course successfully will gain a depth of understanding of chemical concepts and processes. They will also develop their critical thinking and analytical skills. The class includes experimental laboratory activities, class discussions, reading, and critical analysis leading to deeper understanding, and it emphasizes human inquiry and the nature of science. This course is intended to help students meet state science standards.

*+#**AP Environmental Science (A6455, 6456)**
Grade: 10-12

AP Environmental Science covers all of the material outlined by the College Board as necessary to prepare students to pass the AP Environmental Science exam. This course is designed to acquaint students with the physical, ecological, social, and political principles of environmental science. The scientific method is used to analyze and understand the interrelationships between humans and the natural environment. The course shows how ecological realities, and the material desires of humans often clash, leading to environmental degradation and pollution. The course covers the following topics: Earth's Systems, Human Population Dynamics, Natural Resources, Environmental Quality, Global Changes, and Environment and Society.

Introduction to Green Technology & Energy 1, 2 (A3763, A3764)
Also CTE
Grade: 9-12

Introduction to Green Technology is a hands-on lab and research-based course exploring concepts and careers in renewable energy sources. This course covers the following modules: Sustainability, Energy and Climate Change; Fundamentals of Energy and Electricity; Energy Conservation; Solar Water Heating; and Nonrenewable Energy Sources. IGT 1B continues with modules covering Renewable Energy, Green Transportation, Energy Environment and Utilities Careers, and finally, Ecological Economics and Climate Policy. Students' final project will be a personal policy action plan demonstrating their understanding of the concepts covered in the course. This course satisfies the Concentrator Course for the Environmental Resources Career Pathway.

HISTORY - SOCIAL SCIENCE

Social Studies 6-1, 6-2 (A6520)
Grade: 6

Providing students with an opportunity to learn the diverse history that has shaped our world, this course delves into the evolution of civilization from the rise of ancient empires through the 21st century. Students enrolled in this exciting and informative course will investigate the development of medieval societies, the effects of the Renaissance and the Reformation, and the progress made during different periods of revolution, industrialization, urbanization, and reform. Over the course of two semesters, students will analyze the effects of political conflicts and social issues on the continuing development and interdependence among nations in the modern world.

World History and Geography 7-1, 7-2 (A6521)
Grade: 7

In this two-semester course students will learn about the social, cultural, and technological changes that occurred throughout the world in the years A.D. 500-1789. After reviewing the ancient world and the ways in which history is uncovered, students will study the history of great civilizations that were developing throughout the world during medieval and early modern times. Students explore the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire. Students learn all aspects about civilizations in the Middle Ages such as Islam, Ghana, Mali, Japan, China, and Latin America. Students examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Students learn about the continuing impact of these civilizations on the world today. (Ref. California Grade 7 History-Social Science Content Standards)

United States History & Geography 8-1, 8-2 (A6551)
Grade: 8

In this two-semester course students will study the ideas, issues, and events from the framing of the U.S. Constitution up to World War I, emphasizing America's role in the war. After studying the birth and rise of America's democratic institutions, students examine the shaping and the establishment of the Con-

stitution. Students trace the development of American politics, society, culture, and economy and connect them to the emergence of major regional differences. They learn about the struggles facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions. (Ref. California Grade 8 United States History-Social Science Content Standards)

***+World History, Geography, and Economics 1, 2 (A6605, A6606)**
Grade: 10

In this two-semester course students will study major turning points that shaped the modern world, from the late Eighteenth Century through the present, including the cause and course of World Wars One and Two. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, with a focus on international relations. They learn from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives. (Ref. California Grade 10 History- Social Science Content Standards)

***+#AP World History , Modern 1, 2 (A6639, A6640)**
Grade: 10

AP® World History is a yearlong college-level course designed to prepare students for the Advanced Placement (AP) World History Exam. The goal of this course is to explore historical themes common to societies around the world and across time periods, from prehistory to the present day. Emphasis is placed on critical and evaluative thinking skills, essay-writing, interpretation of original documents, and historiography. Students will demonstrate their understanding and acquisition of skills through written work, document-based questions, project-based activities, and practice exams.

***+United States History and Geography 1, 2 (A6701, A6702)**
Grade: 11

In this two-semester course students will study the major turning points in American history in the twentieth century. Following a review of early American history and the impact of the Enlightenment on the U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. Stu-

dents will trace the change in the ethnic composition of American society; the movement towards equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. Students understand that our rights under the U.S. Constitution are vital to maintain in order to continue our freedoms. (Ref. California Grade11 History/Social Science History Content Standards)

***+Honors United States History and Geography 1, 2 (A6711, A6712)**
Grade: 11

This course is designed for the rigorous study of U.S. history and geography. The content includes a study of American history from the late nineteenth century to the present, with major emphasis on the development of American ideals and institutions. Students examine important issues and historical forces that have shaped the nation, including race, gender, politics, economics, foreign policy, culture, and the environment. Original documentary sources are used to supplement the text and enrich the student's experience. Research techniques are taught. All students must pass an end-of-course examination.

***+#AP United States History 1, 2 (A6721, A6722)**
Grade: 11

This year-long AP U.S. History course provides an in-depth study of American history from the pre-Columbian era to the present and is aligned to the new 2015 AP U.S. History exam. The course emphasizes themes such as national identity, economic transformation, immigration, politics, international relations, geography, and social and cultural change. Students learn to assess historical materials, weigh the evidence and interpretations presented in historical scholarship, and analyze and express historical understanding in writing.

***+Government 1 (A6757)**
Grade: 12

In this one-semester course, students will study and seek a deeper comprehension of cultural and political institutions in American government. Students will apply their knowledge of American political institutions as they compare other systems of government in the world today. They will analyze the history and pattern of change in interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive and judiciary branches of government. Students will focus in particular on relationships among federal, state and local governments and specific emphasis on the significance of historical docu-

ments, such as the Federalist Papers. (Ref. California Grade 12 History-Social Science State Standards)

***+#AP Government and Politics: U.S. (A6839)**
Grade: 12

AP Government and Politics is a one semester survey covering the Constitution, political beliefs, political parties, and interest groups, institutions of government, public policy and civil rights. The course teaches students how this country's government works. Students become familiar with and develop knowledge of the institutions, documents, policies, political groups, beliefs and theories central to the politics of the United States. Emphasis is placed on critical and evaluative thinking skills, data analysis, collaborative discussion, timed, free response essay writing, and interpretation of original documents. The curriculum covers the six topics required by the College Board: Constitutional underpinnings of the U.S. government; political beliefs and behaviors; political parties, interest groups and mass media; national government institutions; public policy; and civil rights and civil liberties.

***+Economics 1 (A6758)**
Grade: 12

In this one-semester course, students will establish a foundation of understanding of fundamental economic concepts. They will expand their ability to analyze and apply tools such as graphs, statistics, and equations from other subject areas to the understanding of operations and institutions of economic systems. Students will comprehend and analyze basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement and methods in an historic context. (Ref. California Grade 12 History-Social Science State Standards)

***+#AP Human Geography 1, 2 (A6536, A6537)**
Grade: 10-12

AP Human Geography is a yearlong, college-level course that prepares students for the Advanced Placement Human Geography Exam. This fast-paced, upper-level course is designed for highly motivated students. Critical readings, writing activities, classroom assignments, and discussion activities provide multiple opportunities to develop a deep understanding of concepts and skills. Practice assessments and essays based on the Advanced Placement Human Geography Exam are found throughout the course. The course asks students to differentiate among geographic concepts, theories, and models; to analyze relationships among human systems; to explore human-environment interactions; and to study the role of land use and economic development across time periods in various geographic regions.

Topics of Study:

- Geographic Concepts
- Population
- Culture
- Politics and Boundaries
- Agriculture and Land Use
- Industrialization and Economic Development
- The Urban Environment, Land Use, and Economic Development

PHYSICAL EDUCATION

Physical Education 6th – 8th
Grade 6: (A5505)
Grade: 7 (A5501)
Grade: 8 (A5502)

These year-long grade and age level appropriate courses are designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education program in accordance with the California Physical Education Framework. The emphasis is on manipulating objects with accuracy and speed. Students will continue to learn the correct techniques for using manipulatives including throwing, catching, striking, kicking, trapping, and dribbling. Students will continue to learn to analyze their performances in order to learn or improve their movement skills. Students will continue to learn fitness concepts, participate in a variety of fitness development exercises, assess their personal fitness, compare their scores to a health-related standard, and set goals for improvement or maintenance. The State Board of Education (SBE) designated the FITNESSGRAM® as the Physical Fitness Test (PFT) for students in California public schools. The FITNESSGRAM® is a comprehensive, health-related physical fitness battery developed by The Cooper Institute. The primary goal of the FITNESSGRAM® is to assist students in establishing lifetime habits of regular physical activity. Students enrolled in 7th grade are required to participate in the FITNESSGRAM®.

CACC PE 8-1, 8-2
Grade: 8

The California Cadet Corps Physical Education class is designed to promote physical fitness, self-discipline, and character traits among students. This program emphasizes respect, personal responsibility, and leadership skills through various physical activities and wellness education. Students who take this class are introduced to the basic tenants and leadership principles of California Cadet Corps. This class covers the learning and physical fitness objectives for the rank of Recruit to Cadet. While most Cadet Corps classes are taught in groups to promote teamwork, this class uses an independent learning model for students who may want access to Cadet Corps but may not be able to attend in person training. Cadets participate in a variety of

body-weight fitness activities to improve endurance, strength, flexibility, and overall health. Cadets learn about the importance of maintaining a healthy lifestyle, including proper nutrition and regular physical activity. The course aims to enhance citizenship skills, encouraging cadets to set high standards of behavior and personal conduct. Physical fitness is stressed as a way of life, and cadets receive physical education credit for the course.

Physical Education 1, 2 (High School Course 1) (A5503, A5504)
Grade: 9-11

High School course 1 provides the foundation for high school physical education. Students will develop movement skills in each area of physical education. They will develop the capability for independent learning and begin to examine practices that enhance successful participation in movement activities. Students will meet or exceed high school physical education content standards. All high school students must demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. Students will need to achieve high levels of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. Students will demonstrate knowledge of physiological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Physical Education 3, 4 (High School Course 1) (A5505, A5506)
Grade: 10-12

High School course 2 builds on the foundation for high school physical education. Students will enhance movement skills in each area of physical education. They will expand their capabilities for independent learning and examine practices that enhance successful participation in movement activities. Students will meet or exceed high school physical education content standards. All high school students must demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. Students will need to achieve high levels of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. Students will demonstrate knowledge of physiological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

CACC PE 1, 2 (A4501, A4502)
Grade: 9-11

The California Cadet Corps Physical Education class is designed to promote physical fitness, self-discipline, and character traits among

students. This program emphasizes respect, personal responsibility, and leadership skills through various physical activities and wellness education. Students who take this class are introduced to the basic tenants and leadership principles of California Cadet Corps. This class covers the learning and physical fitness objectives for the rank of Recruit to Cadet. While most Cadet Corps classes are taught in groups to promote teamwork, this class uses an independent learning model for students who may want access to Cadet Corps but may not be able to attend in person training. Cadets participate in a variety of body-weight fitness activities to improve endurance, strength, flexibility, and overall health. Cadets learn about the importance of maintaining a healthy lifestyle, including proper nutrition and regular physical activity. The course aims to enhance citizenship skills, encouraging cadets to set high standards of behavior and personal conduct. Physical fitness is stressed as a way of life, and cadets receive physical education credit for the course.

CACC PE 3, 4 (A4503, A4504)
Grade: 10-12

Continuation of the first two semesters of California Cadet Corps Physical Education. This class builds on the standards and objectives from Cadet Corps. California Cadet Corps Physical Education class is designed for second-year cadets who will progress from the rank of Cadet to the rank of Cadet First Class. This course builds on the foundational skills acquired in the first year, emphasizing enhanced physical fitness, leadership, and teamwork. Cadets engage in more rigorous body-weight physical activities to further improve their endurance, strength, flexibility, and overall health. Cadets deepen their understanding of maintaining a healthy lifestyle, including advanced concepts in nutrition and regular physical activity. The course aims to refine citizenship skills, encouraging cadets to uphold high standards of behavior and personal conduct. Physical fitness remains a core focus, with cadets receiving physical education credit until the PE graduation requirement is met, after which they receive elective credit. Cadets in this class are strongly encouraged to continue in the California Cadet Corps by meeting with either Character and Leadership Development sites or being part of the Altus Schools California Cadet Corps Leadership program.

***California Cadet Corps 1, 2 (A4511, A4512)**
Grade: 6-12

This two-semester career and technical education course addresses a basic understanding of the California Cadet Corps. Students will gain sufficient knowledge of the skills needed to complete their orientation phase and be promoted to the ranking of cadet. Students will demonstrate an understanding of basic Cadet Corps rank

structure, history, concepts, objectives, and chain of command. Students will also research and explore academic skills intended to support their success in the classroom, as well as personal wellness and citizenship skills.

***California Cadet Corps 3, 4 (A4513, A4514)**
Grades 9-12

This two-semester physical fitness course focuses on the development of cadets' physical and athletic abilities, as well as their development of knowledge and skills assessed in the CACC promotion exams. Cadets will research historical leaders and events, gain basic understanding of American icons, symbols, and events, and practice vital survival skills. Cadets will complete physical fitness lessons, supervised by their commandant and senior cadets. Cadets will also begin exploring the concept of leadership and its connection to the California Cadet Corps.

***California Cadet Corps 5, 6 (A4515, A4516)**
Grades 9-12

This two-semester physical fitness course focuses on the development of cadet's physical and athletic abilities as well as their development of knowledge and skills assessed in the CACC promotion exams. Cadets will complete a large amount of research on leadership, reviewing historical leaders, as well as examining the 14 principals of leadership as they apply to the California Cadet Corps. Cadets will complete physical fitness lessons, supervised by their commandant and senior cadets. Cadets will also explore the logistical workings of the Cadet Corps and continue their understanding of survival skills, basic first aid, and military procedures.

***Cadet Corps Leadership 1, 2 (A0507, A0508)**
Grades 9-12

Cadet Corps Leadership 1, 2 are capstone courses for Military Science and California Cadet Corps pathway that focus on traits and skills necessary for good leadership. Students will research historical as well as current leaders, conduct project-based learning on leadership qualities, and hone their own personal development as it applies to being a successful leader. This course will focus on developing student's knowledge, social skill, self-awareness, and motivation to become leaders in their peer group and community.

Cadet Corps Summer Camp 1, 2 (A4517, A4518)
Grades 6-12

Cadet Corps Summer Camp is a hands-on course that focuses on the leadership development of the Cadets who have interest in leadership within the unit by attending a summer camp course. Students enrolled in the course participate in an off-campus summer camp that focuses on skills and

leadership needed to lead a unit at the school. Participants will be involved in physical fitness activities and reflect on what team building activities can be brought back to their Cadet Corps Unit at the school.

WORLD LANGUAGE

***+French 1, 2 (A2001, A2002)**
Grade: 7-12
Prerequisites: None

French 1 and 2 is a two-semester introductory course designed for students to build on the fundamental skill sets involved in learning a language: listening comprehension, speaking, reading, and writing. Also, and equally important, are pronunciation and memorization. Because of this, note taking is embedded in each assignment for increased comprehension, as are online activities. In this course, students connect to the French language and culture through a variety of activities, projects, and communicative practice. All of which work together to engage the student in communication and gain introductory knowledge and understanding in Francophone culture. Middle school students will receive high school credit.

***+French 3,4 (A2003, A2004)**
Grade: 8–12
Prerequisites: French 1, 2 with a grade of C or higher; recommendation of teacher

This functions-based course is designed for students who have successfully completed French 1, 2. It is a continuation of the introductory course and is intended to consolidate students' listening and speaking skills at the mid-novice level with bridging opportunities for high novice. Reading receives increased attention, although the primary emphasis remains the development of oral-language proficiency. Programmed instruction and technology, under the direction of the French teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in French as evidenced by an informal primary language assessment or other language assessments. Middle school students will receive high school credit.

***+French 5, 6 (A2005, A2006)**
Grade: 9–12
Prerequisites: French 3, 4 with a grade of C or higher; recommendation of teacher

This functions-based course is designed for students who have successfully completed French 3,4. It is intended to move students' oral and written proficiency, in their target language, to the intermediate level. With this

is an emphasis on experiencing the language in context through a multi-media approach. So, programmed instruction and technology, under the direction of the French teacher, is used to facilitate instruction and language practice. In this third year of French, students will comprehend the main ideas of authentic materials that they read and listen, and they are able to identify significant details. This course is carefully aligned to World Language Standards.

***+German 1, 2 (A2051, A2052)**
Grade: 7-12
Prerequisites: None

This functions-based course is open to all students who wish to begin the study of German language and cultures. It is intended to develop novice to mid-novice oral-language proficiency as well as limited facility in reading and writing. Major emphasis is on the development of listening and speaking abilities at the novice level with reasonably accurate pronunciation and intonation. Programmed instruction and technology, under the direction of the German teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in German as evidenced by an informal primary language assessment or other language assessments. It is recommended that fluent or nearly fluent students enroll in a higher-level German course. Middle school students will receive high school credit.

***+German 3, 4 (A2053, A2054)**
Grade: 8-12
Prerequisites: German 1, 2 with a grade of C or higher; recommendation of teacher.

This functions-based course is designed for students who have successfully completed German 1, 2. It is a continuation of the introductory course and is intended to consolidate students' listening and speaking skills at the mid-novice level, with bridging opportunities to high novice. Reading receives increased attention, although the primary emphasis remains the development of oral-language proficiency. Programmed instruction and technology, under the direction of the German teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in German as evidenced by an informal primary language assessment or other language assessments. It is recommended that fluent or nearly fluent students enroll in a higher-level German course if offered. Middle school students will receive high school credit.

***+Spanish 1, 2 (A2321, A2322)**
Grade: 7-12
Prerequisites: None

This functions-based, introductory course is open to all students who wish to begin the study of Spanish language and cultures. It is intended to develop novice to mid-novice oral-language proficiency as well as limited fa-

cility in reading and writing. Major emphasis is on the development of listening and speaking abilities at the novice level with reasonably accurate pronunciation and intonation. Programmed instruction and technology, under the direction of the Spanish teacher, may be used to facilitate instruction and language practice. Middle school students will receive high school credit. This course is also known as Spanish Year 1.

***+Spanish 3, 4 (A2323, A2324)**
Grade: 7-12
Prerequisite: Spanish 1, 2 with a grade of C or higher; recommendation of teacher.

This functions-based course is designed for students who have successfully completed Spanish 1, 2. It is a continuation of the introductory course and is intended to consolidate students' listening and speaking skills at the mid-novice level with bridging opportunities to high novice. Reading receives increased attention, although the primary emphasis remains on development of oral-language proficiency. Programmed instruction and technology, under the direction of the Spanish teacher, may be used to facilitate instruction and language practice. Middle school students will receive high school credit. This course is also known as Spanish Year 2.

***+Spanish 5, 6 (A2325, A2326)**
Grade: 9-12
Prerequisite: Spanish 3, 4 with a grade of C or higher; recommendation of teacher.

This functions-based course is designed for students who have successfully completed Spanish 3, 4. It is intended to move students' oral proficiency to the intermediate level and to develop both reading comprehension and writing accuracy at that level. As the need for accuracy increases, grammar instruction becomes more significant. Programmed instruction and technology, under the direction of the Spanish teacher, may be used to facilitate instruction and language practice. This course is also known as Spanish Year 3.

***AP Spanish Language and Culture 1, 2(A2333, A2334)**
Grade: 9-12
Prerequisite: There are no prerequisites; however, students are typically in their fourth year of high school–level Spanish language study. In the case of native or heritage speakers, there may be a different pathway of study leading to this course.

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best fa-

cilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). The AP Spanish Language and Culture Course is approximately equivalent to an upper-intermediate college or university course in Spanish language and culture.

VISUAL/PERFORMING ARTS

Middle School Art 1, 2 (A0101, A0102)
Grade: 6-8

In this two-semester course, students will be introduced to the elements and principles of art, art theory, and art criticism. Students will create and critique works of art that use various mediums such as pencil, paint, and ink. Students will learn self-expression through basic art concepts.

***Art 1, 2 (A0191, A0192)**
Grade: 9-12

This two-semester course is an introduction to elements and principles of art, art theory, and art criticism as it applies to master works and their own work. The course introduces a variety of media, including pencil, paint, charcoal, collage, and non-traditional art materials to complete expressive compositions. Students will investigate the historical context of art throughout projects and evaluate the role of art in contemporary society, including the social/political uses of art. Students will investigate their own identity and express it through a variety of creative art projects.

***Art History 1, 2 (A0291, A0292)**
Grade: 9-12

Art History 1,2 introduces art within historical, social, geographical, political, and religious contexts, while also giving the student an opportunity to complete creative projects. Art History 1 begins an overview of the elements and principles of design, and delves into the art history of early medieval and Romanesque art, culminating with High Renaissance and baroque art. Art History 2 world art, which includes the art of Asia, Africa, the Americas, and the Pacific cultures; eighteenth-and nineteenth-century art in Europe and the Americas; and modern art in Europe and the Americas. Creative projects embedded within the units ask students to extend and apply the concepts learned in hands-on art making projects. Written and oral communication is developed through projects using compare/contrast text structure and an art historical presentation.

***Commercial Art 1, 2 (A0201, A0202)**
Grade: 9-12

In this two-semester course, students will

explore and design basic computer-based two-dimensional and three-dimensional works of art. Students are introduced to the elements and principals of visual design, such as line, shape, and balance, through various media. Students will develop design skills to be applied to real-world applications of design by creating various commercial art products.

***Music Appreciation 1, 2 (A5381, A5382)**
Grade: 9-12

This two-semester course introduces the historical contributions and cultural dimensions of music throughout the world. Students have an opportunity to respond to, analyze, and make judgments about specific works of music. Students investigate music from several cultures and different time periods. Students develop an understanding of cultural diversity as it relates to music and composers. Students also critically assess and derive meaning from works of music according to the elements of music, aesthetic qualities, and human responses.

***^Photography 1, 2 (A3691, A3692)**
Grade: 9-12

Photography 1, 2 is a year-long Visual and Performing Arts course that teachs the history and fundamentals of photography. In this course students will acquire the ability to complete all of the processes involved in taking various kinds of digital photographs in a variety of genres. Students are taught the terminologies and techniques of photographic production, and camera operation. Students will study sensory, formal, expressive, and aesthetic properties of photographic art, as well as the historical context of this medium. The student will also learn about pivotal photographers and how their art affected the photographic movement and explore controversies in the photographic world through research. Students will understand the principles of good composition (texture, shape, light, motion, perspective) and the application of photographic principles to create original works of art.

***Drawing 1, 2 (A0271, A0272)**
Grade: 9-12

This year-long course includes discussion of the meaning, major forms, and components of two-dimensional art. Students study elements and principles of design used in the creation of two-dimensional works, art appreciation, and art history. Students are exposed to various media and techniques used in drawing. Using various drawing mediums, the student will create both abstract and figurative works of art. Students will refine their skills in practical skill-building exercises, master copy assignments, and in the creation of original works of art.

CAREER & TECHNICAL EDUCATION

Altus Success 1, 2 (A8030, A8031)
Grade: 9-12

In this course, students learn about themselves as they learn about the skills needed to be successful. Students use Naviance Family Connection to complete surveys and research information about their post-high school pathway and career pathways for their future. Resilience, motivation, and goal setting are a few of the life-skills that are learned while also improving academic skills. Students go on to create a plan for their future using their definition of success while anticipating obstacles that may come up along the way.

Aviation UAS Operations 1, 2 (A9337-1, A9337-2)
Grade: 9-12

UAS Operations is a hands-on aviation course that introduces students to the safe and effective operation of unmanned aircraft systems (UAS), commonly known as drones. Students will explore aviation regulations, weather, aerodynamics, flight performance, risk management, maintenance, and operational decision-making while developing the knowledge and skills required of a remote pilot. Through flight simulation, practical drone operations, mission planning, and collaborative projects, students will apply classroom concepts to real-world aviation scenarios. The course culminates in comprehensive preparation for the Federal Aviation Administration (FAA) Part 107 Remote Pilot Knowledge Test, providing students with the opportunity to earn their commercial drone pilot certification.

Business Careers 1, 2 (A0701, A0702)
Grade: 9-12

These courses are designed to introduce modern business practices that include training in math, vocabulary, writing, communication, and proper business manner. Students will also learn about the American economic system, entrepreneurship, leadership, money management, and consumerism. Included are units on banking services, finances, paying taxes and Social Security services.

***Career and Life Management 1, 2 (A1169, A1163)**
Grade: 9-12

A two-semester CTE elective that introduces the Family Services Career Pathway within the Education, Child Development, and Family Services Industry Sector. Students will examine resiliency, locus of control, how to respond to difficult life events, social media, healthy relationships, bullying, wellness and nutrition, personal finance, and explore careers within the Family Services Career Pathway. The course is aligned to CTE Family Services Career Pathway Standards and focuses on Life and Career Skills in the 21st Century, interdisciplinary learning, critical thinking, personal reflection, and leadership development.

***Career Explorations 1, 2 (A8103, A8104)**
Grade: 9-12

This two-semester course allows students the opportunity to explore post-secondary career and educational possibilities. Students will begin career exploration and research using interest surveys and learning style inventories. The course allows students to examine and create a budget for real life application. Students will create a resume and cover letter, as well as build an e-portfolio, culminating in a final multimedia presentation that describes their specific actions to prepare for their career. This two-semester course satisfies the Pathway Exhibition graduation requirement.

Career Planning & Development 1, 2 (A1169, A1170)
Grade: 9-12

Introducing high school students to the working world, this course provides the knowledge and insight necessary to compete in today's challenging job market. This relevant and timely course helps students investigate careers as they apply to personal interests and abilities, develop skills and job search documents needed to enter the workforce, explore the rights of workers and traits of effective employees, and address the importance of professionalism and responsibility as careers change and evolve. This one-semester course includes lessons in which students create a self-assessment profile, a cover letter, and a résumé that can be used in their educational or career portfolio.

***^Child Development 1, 2 (A1179, A1180)**
Grade: 9-12

This Child Development course exposes students to the areas of scientific and sociological research in human development through middle childhood; theories and perspectives of child development, including biosocial, cognitive and psychosocial development; genetics and disorders; prenatal development, harm to the fetus, and birth; nutrition; new family dynamics; and career pathway topics including, various roles in the field, professionalism, safety, state regulations, learning environments, the industry and its effects on the economy and community, the day care setting, early childhood schooling, and challenges for caregivers. Students will gain

an understanding of opposing perspectives through case studies and scientific interpretations. Students will also incorporate analytical reading of textbook and internet resources; writing, listening, and speaking through research projects and a final portfolio; and gather real-life, relevant, and practical insight into the developing person through observations and interviews in their community.

***Computer Science (CS) Discoveries 1, 2 (A3576, A3577)**
Grade: 11-12

Computer Science Discoveries (CS Discoveries) is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. Students will learn about the internet, they will design and create web sites using HTML and CSS, they will program several projects using CSS, and they will create presentations and research covering new and emerging computational technologies.

***^Design Careers 1, 2 (A3645, A3646)**
Grade: 9-12

Design Careers 1, 2 is a year-long course sequence designed as a concentrator for the Arts, Media, and Entertainment CTE pathway. Students will learn the basic industry terminology and apply them to the analysis of commercial art products. Students will also create commercial art products such as logos and advertisements using digital tools, as well as fine art materials. The course will include creating a portfolio, as well as a performance task that simulates a job interview and advertising sales pitch. Students will also create artifacts for a potential career in the arts, such as an artist bio, artist statement and artist resume. This course intentionally blends technology with more traditional art-making materials to teach a more relevant and broader spectrum of artistic abilities for work in the commercial art field. This course satisfies the requirements of the concentration course within the Design, Visual, and Media Arts Career Pathway.

***^Entrepreneurship 1, 2 (A0587, A0588)**
Grade: 9-12

Entrepreneurship is a project-based college prep CTE Capstone course where students analyze and develop a small business. Students will focus on four goals. They will learn the significance of math, reading, writing, and communicating to their future within the framework of starting and operating a small business. Students will understand how the market economy and ownership leads to wealth creation. Students learn not only the skills necessary to become entrepreneurs but also the attitudes, characteristics, and techniques that they will need to succeed. Finally, they will learn to be able to save and make future investments in order to meet their finan-

cial goals in life. Students will learn to build analytical skills through solving complex problems and making sound decisions in order to produce a viable business.

***^Environmental Sustainability 1, 2 (A6240, A6241)**
Grade: 9-12

Environmental Sustainability 1, 2 is a year-long CTE capstone course. This course exposes students to a rigorous curriculum, while focusing on the knowledge and skills that are useful to students interested in careers in this field. Careers and career training in this field could include sustainable farming and agriculture, solar panel installation, renewable energy research and engineering, and a wide array of other options. As the course will demonstrate, this is an industry of incredible importance to all life on our planet and a high priority industry sector in Southern California. This means that businesses in this industry are actively seeking employees at all levels. This course satisfies the requirements of the Capstone Course within the Environmental Resources Career Pathway.

Foundations of Personal Finance 1, 2 (A2506, A2507)
Grade: 9-12

This two-semester textbook-based introductory finance course teaches what it takes to understand the world of finance and make informed decisions about managing finances. Students learn more about economics and become more confident in setting and researching financial goals as they develop the core skills needed to be successful. In this two-semester course, students learn how to open bank accounts, invest money, apply for loans, apply for insurance, explore careers, manage business finances, make decisions about major purchases, and more. Students will be inspired by stories from finance professionals and individuals who have reached their financial goals.

General Work Experience 1-4 (A8502, A8505)
Grade: 9-12

The major goal of General Work Experience Education is to enable students to become productive, responsible individuals through supervised, paid employment experiences.
The description of General Work Experience Education is that it is an instructional course, which has, as its purpose, the application of the basic skills of reading, writing and computation. General Work Experience Education students will acquire general and specific occupational skills through a combination of supervised paid employment in any occupational field and related classroom instruction in Work Experience Education (WEE). (5 CCR §10071). In order for a student's job to qualify for the WEE Program, the student must earn at least minimum wage, be covered by Worker's

Compensation Insurance, and work a minimum number of hours per week. The minimum hours allowable for students to work is outlined in the District Plan (See Chapter I on District Plans). Unlike Career Technical WEE, students enrolled in a General WEE Program may have a paid job that does not necessarily relate to Career Technical course work.

The rationale for having a General WEE program is the changing nature of work in our society, which requires students to develop appropriate work habits and attitudes that may be transferred to a variety of employment situations.

***^Health Science Concepts 1, 2 (A8424, A8425)**
Grade: 9-12

This high school course introduces students to a variety of healthcare careers as they develop the basic skills required in all health and medical sciences. In addition to learning the key elements of the U.S. healthcare system, students will learn terminology, anatomy and physiology, pathologies, diagnostic and clinical procedures, therapeutic interventions, and the fundamentals of medical emergency care. Throughout the course, instructional activities emphasize safety, professionalism, accountability, and efficiency for workers within the healthcare field.

Foundations of Patient Care 1, 2 (A7920-1, A7920-2)
Grades: 9-12

A comprehensive foundations course that prepares high school students for entry-level healthcare careers and further allied health training. Students develop clinical knowledge in infection control, scope of practice, patient rights, vital signs, documentation, and professional communication grounded in California CNA standards and NCHSE competencies. Assignments include real world data research, SBAR escalation practice, and a final career readiness reflection.

***Hospitality, Tourism & Recreation 1, 2 (A8481, A8482)**
Grade: 9-12

The course is designed to develop and build skills related to a career pathway in Hospitality and Tourism. Hospitality, Recreation, and Tourism is one of the three areas of study in the California Career Technical Education Model Curriculum Standards. The purpose of this course is to explore the hospitality industry from a variety of perspectives, including historical, financial, economic, geographic, sociological and cultural, as a basis for understanding the concepts and theories that guide industry practices today. The goal is for students to gain overall knowledge about the hospitality industry, along with more-detailed understanding of select segments, including the guest cycle, front office operations, execu-

tive housekeeping, resort operations, facilities management, food and beverage services, as well as safety and security. This course provides a modernized context with a detailed business focus on current careers in hospitality, financial processes, operational finance, as well as marketing and sales. This course satisfies the concentrator course requirement for Hospitality Recreation and Tourism career pathway.

***^Hospitality Management 1, 2 (A8483, A8484)**
Grade: 9-12

The course is designed to develop and build skills related to a career pathway in leadership in the Hospitality and Tourism Industry. Hospitality Recreation and Tourism is one of the three areas of study in the California Career Technical Education Model Curriculum Standards. The purpose of this course is for students to gain overall knowledge about leadership roles in the hospitality industry, along with more-detailed understanding of directorship roles within the guest experience cycle, human resources, operational finance, front office, security, as well as food and beverage services. The goal of this course is to explore the hospitality industry through a leadership context with a strong focus on business and marketing management. Students will develop professional skills in management of housekeeping operations, facilities management, operational finance management, and management of banquets and catered events. There is also an emphasis on industry financial trends such as sales to global audiences, developing marketing plans, budgeting, and management of sales teams. This course satisfies the Capstone course requirement for Hospitality and Tourism and leads to industry level certification as a certified Hospitality and Tourism Management Professional.

***^Information and Communication Technology 1, 2**
Grade: 9-12

This year-long course is designed for students who are interested in the Information Technology Industry Sector. In this course, students will explore different careers within the industry sector, create their own professional portfolio highlighting their strengths and plan for a career within this industry. Students also learn about IT and Computer Hardware including legal and ethical issues, wireless IT, and computing basics and system maintenance/ computer hardware. Operating systems and application software development, network administration, copyright, and programming/ coding is also presented. This course satisfies the Concentrator Course for the Software and System Development Career Pathway.

***Introduction to Business 1, 2 (A0514, A0515)**
Grade: 9-12

In this two-semester introductory course, students will learn the principles of business using real-world examples—learning what it takes to plan and launch a product or service in today's fast-paced business environment. This course covers an introduction to economics, costs and profit, and different business types. Students are introduced to techniques for managing money, personally and as a business, and taxes and credit; the basics of financing a business; how a business relates to society both locally and globally; how to identify a business opportunity; and techniques for planning, executing, and marketing a business to respond to that opportunity. This course satisfies the Concentrator Course for the Business Management Career Pathway.

***Introduction to Green Technology & Energy 1, 2 (A3763, A3764)**
Grade: 9-12

Introduction to Green Technology is a hands-on lab and research-based course, exploring concepts and careers in renewable energy sources. IGT 1 covers the following modules: Sustainability, Energy and Climate Change; Fundamentals of Energy and Electricity; Energy Conservation; Solar Water Heating; and Nonrenewable Energy Sources. IGT 2 continues with modules covering Renewable Energy, Green Transportation, Energy Environment and Utilities Careers, and finally, Ecological Economics and Climate Policy. Students' final project will be a personal policy action plan demonstrating their understanding of the concepts covered in the course. This course satisfies the Concentrator Course for the Environmental Resources Career Pathway.

***Military Science 1, 2 (A4501, A4502)**
Grade: 9-12

This two-semester career and technical education course addresses the introductory knowledge of military concepts and history. Students will research a wide array of concepts related to the military, including natural disasters and humanitarian relief, military leadership, technological advances in warfare, major military battles, and military life. Students will demonstrate an academic proficiency in research skills and project completion through the lens of military concepts. This course satisfies the Concentrator Course for the Public Services Career Pathway.

***Military Science 3, 4 (A4503, A4504)**
Grades 9-12

This two-semester career and technical education course supports student knowledge of a wide array of military concepts and history. Students will research and dissect military events and individuals throughout history, review the different branches of the American military, and create real world applications for personal development in the fields of health and wellness. Students will also gain further understanding of the workings of the military

and the requirements and expectations of enlisted individuals and officers. This course satisfies the Capstone Course for the Public Services Career Pathway.

***Nursing Assistant 1, 2 (A8428, A8429)**
Grade: 10–12

This two-semester course prepares students to provide and assist with all aspects of activities of daily living and nursing care for adult patients in hospital, long-term care, and home settings. Through direct instruction, interactive skills demonstrations, and practice assignments, students are taught the basics of nurse assisting, including interpersonal skills, medical terminology, care procedures, legal and ethical responsibilities, safe and efficient work, gerontology, nutrition, emergency skills, and employability skills. Successful completion of this course from an approved program prepares the student for state certification for employment as a Nursing Assistant. This course satisfies the Capstone Course for the Patient Care Career Pathway.

Nutrition 1, 2 (A1165, A1166)
Grade: 9-12

This two-semester course will introduce the principles of being a smart consumer, proper food selection and preparation, basic nutrition, and preparing meals for both the individual and family. Students will develop necessary skills for meeting nutritional needs through exposure to food and ecology, special nutrient needs, and kitchen organization. Food customs and traditions in the U.S. will also be explored.

***Pathways Exhibition (A8105)**
Grade: 12
Mandatory graduation requirement.

This one-semester elective is required of all graduates. Students will be ready for life beyond high school. Students will be introduced to pre-employment techniques and the steps required for college admission and the securing of financial aid. In completing projects for a senior portfolio and presenting an exhibition, students will demonstrate their readiness for the future.

Personal Finance (A2505)
Grade: 9-12
Prerequisites: basic math skills.

This introductory finance course teaches what it takes to understand the world of finance and make informed decisions about managing finances. Students learn more about economics and become more confident in setting and researching financial goals as they develop the core skills needed to be successful. In this one-semester course, students learn how to open bank accounts, invest money, apply for loans, apply for insurance, explore careers, manage business finances, make decisions about major purchases, and more. Students

will be inspired by stories from finance professionals and individuals who have reached their financial goals.

***Photoshop 1, 2 (A8513, A8514)**
Grade: 9-12

Photoshop 1, 2 is a year-long CTE elective within the Arts, Media and Design industry sector that combines hands-on learning with real-world relevant portfolio development. The student will learn the fundamentals of Adobe Photoshop, as well as more advanced techniques that will prepare the student for entry level work in a graphic design career. This course uses videos, hands-on assignments, real-world relevant projects to provide the student with knowledge and experience to perform at industry-level standards. The year culminates with both the Adobe Associate Exam and a professional web-portfolio with an opportunity to submit their work to MiraCosta College for college credit through articulation. This course satisfies the Capstone Course for the Design, Visual, and Media Arts Career Pathway.

***Psychology 1, 2 (A6851, A6852)**
Grade: 11, 12

In this two-semester course students will study the following areas: an introduction to psychology research methods; biological bases of behavior; sensation and perception; motivation and emotion; learning; memory and thought; thinking and language; states of consciousness; and lifespan development. Specific content will include research, the nervous system, the endocrine system, nature vs. nurture, classical conditioning, operant conditioning, sleep, drugs, cognitive and emotional development, dying and death, and gender roles and differences, personality and individuality, intelligence testing, theories of personality, psychoanalytic theory, humanistic theory, cognitive theory, stress and health, psychological disorders, anxiety disorders, drug addiction, therapy and change, biological approaches to treatment, individual interaction, group interaction, attitudes and social influence, and psychology future and present. (ref. History - Social Science Framework for California Public Schools)

***Retails Sales and Marketing 1, 2 (A8492, A8493)**
Grade: 9-12

Retail, Sales and Marketing is a year-long course in which students will study marketing fundamentals including, marketing research, business basics, buyer behavior, distribution, global trade, retailing, advertising, selling, and global issues regarding business and the marketplace. Additionally, they will come to understand the marketing mix for a specific target market, Activities are designed to develop marketing concepts, such as product promotion, advertising, branding and visual displays. Other topics include soft skills, job acquisition

skills, basic economics, and human relations. Students will demonstrate their understanding through a variety of projects, speeches and a portfolio. Students will research employers and industries, gain experience with public speaking, familiarize themselves real-world retail, sales and marketing scenarios and strengthen reading, writing and speaking skills.

***^Teacher Education 1, 2 (A8784, A8785)**
Grade: 9-12

This year-long Teacher Education course exposes students to the various positions available in the public, private, community and charter education settings. Students participate in 45 hours of supervised observations/job shadowing in a K-12 setting. Students learn what it takes to be an effective teacher by first understanding the early and modern history of education in America spanning from the 1940s to the present day. Students understand human development as they study children and adolescent growth and development from preschool to early adulthood. Students learn various teachings strategies, assessment methods, and classroom management techniques and their role in creating a healthy and inclusive learning environment that supports diverse students and learners. Students explore a career path in this field by studying the state requirements to become a teacher, researching colleges and universities, interviewing professionals in the field, and completing classroom observations.

***^Veterinary Science 1, 2 (A8434, A8435)**
Grade: 9-12

Veterinary Science is a college prep course where students identify and explain principles of anatomy and physiology, nutritional requirements, safety, housing requirements, common illnesses, common procedures, and preventative medical measures across multiple animal species. Students will learn the specifics of caring for a variety of species as pets, as livestock, and in the veterinary setting. Throughout the study of veterinary science, students will learn the importance of government safeguards for human and animal health. Students will explore wildlife management in the United States, including the laws that are in place to conserve wildlife in their natural habitats. Finally, students will explore multiple career possibilities within Veterinary Science such as Veterinarian, Registered Veterinary Technician, veterinary lab technician, veterinary assistant, research lab assistant, office staff, small animal producer, large animal producer, and the respective educational requirements and skill requirements.

VR (Virtual Reality) Career Explorations (A8601)
Grade: 9-12

This one semester course allows students to participate in simulations in a variety of career

fields not otherwise available in the traditional classroom. Students will have the opportunity to immerse themselves in hands-on training for a variety of fields including Manufacturing and Construction, Hospitality and Tourism, Culinary Arts, Automotive Repair, Diesel Technology, Aviation Maintenance, Electrical Construction, Healthcare, and Skilled Trades. Students will reflect on their experiences in writing throughout the course in preparation for a final project, which connects their hands-on experience with additional research to make real-world connections in how to pursue the career they found most interesting.

VR Patient Care Clinical Simulation (A7921-5, A7921-6)
Grades: 9-12

An advanced clinical preparation course that places Transfr VR simulations at the center of every lesson. Students rotate through a recurring roster of patients with complex, real-world conditions while applying infection control, vital signs, ADLs, patient safety, restraints, oxygen therapy, and catheter care in an integrated case based format. The course culminates in a Clinical Readiness Portfolio demonstrating competency across all major skill areas.

GENERAL ELECTIVES

Study Skills (6th – 8th) (A8030)
Grade: 6-8

This one-semester course is designed to help students improve in and provide added support for study skills, organization, reading, mathematics, and courses in which the student is concurrently enrolled. The activities in this course will help enhance higher level thinking, problem solving, and basic skills via workshops and personalized assignments developed to support and ensure student success.

ELD MS Language & Literacy 1, 2 (A1607a, A1607b)
Grades: 6-8 - ELPAC Level 1

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, newly enrolled in a U.S. school, scored at the Novice performance level on the Initial ELPAC (English Language Proficiency Assessments for California,) or at a performance level 1 on the Summative ELPAC. Students receive focused instruction utilizing the Cengage Inspire curriculum with embedded SDAIE strategies, targeted activities, and assessments to support development of critical language skills needed to access and achieve in grade level academic content. Based on the state-adopted 2014 ELA/ELD Framework, this course is intended to help students at the ***Emerging proficiency level*** develop basic English communication skills in social and academic contexts. Course may be repeated for course credit.

ELD MS Language & Literacy 3, 4 (A1608a, A1608b)
Grades: 6-8 ELPAC Level 2

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, scored at the Intermediate performance level on the Initial ELPAC (English Language Proficiency Assessments for California,) or at a performance level 2 on the Summative ELPAC. Students receive focused instruction utilizing the Cengage Inspire curriculum with embedded SDAIE strategies, targeted activities and assessments to support development of critical language skills needed to access and achieve in grade level academic

content. Based on the state-adopted 2014 CA ELD standards and guided by the 2014 ELA/ELD Framework, this course is intended to help students at the early ***Expanding proficiency level*** develop language skills to learn and communicate about a range of topics and academic content areas. Course may be repeated for course credit.

ELD MS Language & Literacy 5, 6 (A1609a, A1609b)
Grades: 6-8 ELPAC Level 3

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, scored at the Intermediate performance level on the Initial ELPAC (English Language Proficiency Assessments for California,) or at a performance level 3 on the Summative ELPAC. Students receive focused instruction utilizing the Cengage Inspire curriculum with embedded SDAIE strategies, targeted activities and assessments to support development of critical language skills needed to access and achieve in grade level academic content. Based on the state-adopted 2012 CA ELD standards and guided by the 2014 ELA/ELD Framework, this course is intended to help students at the exit ***Expanding or early Bridging*** *proficiency levels* be able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. Course may be repeated for course credit.

ELD MS Language & Literacy 7, 8 (A1610a, A1610b)
Grades: 6-8 ELPAC Level 4

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, scored at the Initial Fluent English proficient performance level on the Initial ELPAC, scored at a performance level 4 on the Summative ELPAC, or are Reclassified Fluent English Proficient (RFEP). Students receive focused instruction utilizing the Cengage Inspire curriculum with embedded SDAIE strategies, targeted activities and assessments to support development of critical language skills needed to access and achieve in grade level academic content. Based on the state-adopted 2012 CA ELD standards and guided by the 2014 ELA/ELD Framework, this course is intended to help students at the ***Bridging or exit Bridging*** *proficiency levels* be able to communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines. Course may be repeated for course credit.

Avid 6-8 (A8061)
Grade: 6-8

AVID (Advancement Via Individual Determination) is offered as an elective course that prepares students for entrance into four-year colleges. There is an emphasis on analytical writing, preparation for college entrance and

placement exams, study skills and test taking, note taking, and research. AVID meets five hours per week. Students receive two hours of instruction per week in college readiness skills, two hours per week in tutor-led study groups, and one hour per week in motivational activities and academic survival skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic development and growth which enables students to become college and career ready.

Career Explorations VR (Virtual Reality) 6-8 (A8299)
Grade: 6-8

This one semester course allows students to participate in simulations in a variety of career fields not otherwise available in the traditional classroom. Students will have the opportunity to immerse themselves in hands-on training for a variety of fields including Manufacturing and Construction, Hospitality and Tourism, Culinary Arts, Automotive Repair, Diesel Technology, Aviation Maintenance, Electrical Construction, Healthcare, and Skilled Trades. Students will reflect on their experiences in writing throughout the course in preparation for a final project, which connects their hands-on experience with additional research to make real-world connections in how to pursue the career they found most interesting.

Empower Math 1A, 1B (A4763, A4764)
Grade: 6-8
Prerequisites: Concurrent enrollment in middle school math course

Empower Math I is an elective support course for students in grades 6-8 and must be taken concurrently with a course in the middle school math series. The course is designed to fill gaps in knowledge for students who need targeted remediation. The course uses direct instruction (small group & one-on-one) and computer-based learning to build students' skill sets, help them master requisite skills, and front load concepts.

Exploring Careers 1, 2 (A2701, A2702)
Grade: 6-8

This course prepares middle-school students to make informed decisions about their future academic and occupational goals. Through direct instruction, interactive skills demonstrations, and practice assignments, students learn how to assess their own skills and interests, explore industry clusters and pathways, and develop plans for career and academic development. This course is designed to provide flexibility for students; any number of units can be selected to comprise a course that meets the specific needs of students to plan and launch a product or service in today's fast-paced business environment.

Literacy 6th Grade 1, 2 (A1599A, A1599B)
Literacy 7th Grade 1, 2 (A1599A, A1599B)

Literacy 8th Grade 1, 2 (A1600A, A1600B)
Grade: 6-8

Literacy supports English Language Arts courses to cover topics such as basic language skills and integrate reading, writing, speaking, and listening while emphasizing individual student progress. The Literacy course presents students with the opportunity to build upon their vocabulary, spelling and grammar, writing and composition, reading silently or aloud, and improving listening and comprehension skills..

Middle School Health Science Exploration (A7900-1, 7900-2)
Grades: 6-8

An introductory journey through the health science field designed for middle school students. Students explore body systems, infection control, vital signs, and a range of healthcare careers including CNAs, EMTs, pharmacy technicians, and radiologic technologists through video resources, Transfr VR simulations, and hands-on assignments. By the end of this course, students build a Career Vision Board and develop a personal connection to healthcare as a future pathway.

***Avid 9 A, B (A8207, A8208)**
Grade: 9

*** Avid 10 A, B (A8209, A8210)**
Grade: 10

*** Avid 11 A, B (A8227, A8228)**
Grade: 11

*** Avid 12 A, B (A8221, A8222)**
Grade: 12

AVID (Advancement Via Individual Determination) is offered as an elective course that prepares students for entrance into four-year colleges. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note taking, and research. AVID meets five hours per week. Students receive two hours of instruction per week in college readiness skills, two hours per week in tutor-led study groups, and one hour per week in motivational activities and academic survival skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic development and growth which enables students to become college and career ready.

Avid Peer Support (A8066)
Grade: 10-12

AVID (Advancement Via Individual Determination) Peer Support trains students to become peer tutors in the AVID elective. It focuses on understanding AVID's philosophy, mastering tutorial/tutoring techniques, developing mentorship skills, and collaborating with AVID

teachers. The goal is to empower students to support their peers academically and contribute positively to the school community.

Avid Peer Tutoring (A8366, A8367)
Grade: 10-12

These courses are designed for students who have received training as AVID elective tutors. They offer community service hours and provide a structured opportunity for tutors to engage with the AVID elective every week. Participants will deepen their understanding of tutorials, WICOR, mentorship, college/career readiness, and the role of supporting the AVID elective teacher.

Comprehensive Health (A2550)
Grade: 9-12

This one semester course teaches students how to care for their bodies. Units covered in this course are consumer and community health, injury prevention, alcohol, tobacco and other drugs, nutrition, environmental health, family living, and communicable and chronic diseases. California Healthy Youth Act (January 1, 2016) requires school districts to ensure that all pupils in grades 7-12 receive sexual health education and HIV prevention education. EC 51930-51939.

Driver's Education (A2750)
Grade: 9-12
Driver's Education prepares students to pass the state driving exam. The units covered in this course are: Assessing and Managing Risk, Handling Social Pressures, Rules of the Road, Basic Driving Skills, Light and Weather Conditions, Buying a Car, and Getting your State Driving Test.

Early College Academy (A8231)
Grade: 9–10
Prerequisites: Concurrent enrollment in a college course

This course is designed to be taken in conjunction with a college dual enrollment course. The purpose of this course is to provide support and build skills to be successful throughout a college dual enrollment class. This course provides guided research for students to explore and reflect on their own education plan and post-secondary plan.

Students will learn about the benefits, requirements, expectations, and options with dual enrollment. This course covers the soft skills needed to be successful in a college course; such as, effective communication, self-advocacy, online etiquette, and time management. This course also covers the academic skills required to be successful in a college course; such as, written organization, study plans and test strategies, and note taking. Finally, students will explore options to continue earning college credit and post-secondary options.

Empower Math I A, B (A4763, A4764)

Grade: 9–10
Prerequisites: Concurrent enrollment in Integrated Math I A-B (P) or Algebra 1, 2 (P)

Empower Math I is an elective support course for students in grades 9–12 and must be taken concurrently with the first course in the Integrated Math or Traditional Math series. The course is designed to fill gaps in knowledge for students who need targeted remediation. The course uses direct instruction (small group & one-on-one) and computer-based learning to build students' skill sets, help them master requisite skills, and front load concepts.

Empower Math II A, B (A4765, A4766)
Grade: 10–11
Prerequisites: Concurrent enrollment in Integrated Math II A-B (P) or Geometry 1, 2 (P)

Empower Math II is an elective support course for students in grades 10–11 and must be taken concurrently with the second course in the Integrated Math or Traditional Math series. The course is designed to fill gaps in knowledge for students who need targeted remediation. The course uses direct instruction (small group & one-on-one) and computer-based learning to build students' skill sets, help them master requisite skills, and front load concepts.

Empower Math III A, B (A4767, A4768)
Grade: 10–12
Prerequisites: Concurrent enrollment in Integrated Math III A-B (P) or Intermediate Algebra 1,2 (P)

Empower Math III is an elective support course for students in grades 10–12 and must be taken concurrently with the third course in the Integrated Math or the Traditional Math series. The course is designed to fill gaps in knowledge for students who need targeted remediation. The course uses direct instruction (small group & one-on-one) and computer-based learning to build students' skill sets, help them master requisite skills, and front load concepts.

Ethnic Studies Courses (A9179)
Grade: 9-12

***Asian American Pacific Islander Studies (A9179)**
Grade: 9-12

Asian American Pacific [slander (AAPI) Studies is an Ethnic Studies course designed to provide students with a comprehensive understanding of the histories, cultures, and contributions of Asian American and Pacific Islander communities. Students will embark on an educational journey exploring the migration experiences, cultural heritage, and challenges faced by AAPI communities in the United States. Through examining key historical events, policies, and social movements, students will gain insights into issues of immigration, discrimination, and identity.

The course aims to foster an understanding of the multicultural landscape of the United States and the pivotal role of AAPI communities within it. Key learning objectives include identity exploration, understanding historical context, recognizing cultural contributions, and exploring social justice and advocacy. Activities and assessments such as reading and vocabulary development, video analysis, research projects, map and reflection activities, and visual presentations engage students and deepen their understanding. By the end of the course, students will have a deeper appreciation for the diverse experiences of AAPI communities and their significant impact m American society. This course is an enriching educational experience that promotes cultural awareness, empathy, and social responsibility.

***Black African American Studies (A9179)**
Grade: 9-12

The Black and African American Studies course is an interdisciplinary and comprehensive exploration of the Black and African American experience from historical, cultural, social, and political perspectives. The course aims to provide students with an in-depth understanding of the significant contributions, struggles, and resilience of African American communities, and explore how race, gender, and class shape life for people of African descent in the United States. Through a combination of lectures, discussions, readings, multimedia resources, and reflective activities, students will critically engage with the rich tapestry of African American history and culture, including the development of Black identity, cultural expression, and social movements that have influenced the advancement of equity and social justice. The course spans from African roots and the Transatlantic Slave Trade to contemporary issues and cultural expressions, emphasizing the continuous impact of African American heritage on the United States and the world.

***Chicano(a)/Latin(x) Studies (A9179)**
Grade: 9-12

The course "Chicano(a) and Latin(x) Studies" is designed to provide students with a comprehensive understanding of the historical, cultural, and social dynamics of Chicano and Latinx communities in the United States. Through a series of modules, students will explore key concepts such as identity, intersectionality, and the historical development of terms like Hispanic, Chicano, and Latinx. Students will explore a variety of topics that have impacted Chicano and Latinx identity development and experience, including the European settlement in the Americas, migration to the United States, cultural and social movements, and resistance to exploitative labor practices. The course highlights the rich cultural heritage and contributions of these communities, examining their impact on American society through art, literature, and activism. This approach affirms student iden-

tity and experience, fostering empathy and cultural awareness. Activities include analyzing primary sources, engaging in reflective exercises, and conducting research projects that connect historical events to contemporary issues.

***Native American Studies (A9179)**
Grade: 9-12

This course offers a comprehensive exploration of the rich and diverse cultures, histories, and contributions of Native American communities. It examines the profound impact of colonization, the resilience of Native peoples, and their ongoing struggles for rights and recognition. The course ensures that students develop critical literacy skills while gaining a deep understanding of Native American heritage, meeting rigorous standards across multiple subjects. Each module explores key themes related to identity, history, social structures, and contemporary issues within Native American communities. Students will engage in a variety of activities designed to deepen their understanding and encourage critical thinking. These activities include analyzing identity, exploring historical events, and examining social and political structures through various media and texts. A variety of instructional methods are employed to engage students, including discussions, multimedia resources, and independent projects. Reading and writing assignments will encompass a broad range of texts, encouraging students to develop their argumentative, informative, and narrative writing skills. Students will also complete independent projects and presentations to enhance their critical speaking and listening skills. This course aims to foster empathy and recognition of the importance of preserving indigenous cultures and traditions, equipping students with critical thinking, research, and communication skills essential for their academic and personal growth.

Literacy 1-4 (A1682, A1683, A1684, A1685)
Grade: 9-12

Literacy supports English Language Arts courses to cover topics such as basic language skills and integrate reading, writing, speaking, and listening while emphasizing individual student progress. The Literacy course presents students with the opportunity to build upon their vocabulary, spelling and grammar, writing and composition, reading silently or aloud, and improving listening and comprehension skills.

***+#AP Psychology (A6834, A6835)**
Grade: 11-12

This two-semester course introduces students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to the facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about methods psychologists

use in their science and practice. This course prepares students to take the Advanced Placement Examination in Psychology. The assigned texts for this course are Psychology: *Themes and Variations*, 7th edition, by Wayne Weiten, (2007) and F*orty Studies that Changed Psychology: Explorations into the History of Psychological Research*, 5th edition, by Roger Hock (2005).

Strategies for Academic Success (A1163)
Grade: 9-12

Offering a comprehensive analysis of different types of motivation, study habits, and learning styles, this one-semester course encourages students to take control of their learning by exploring varying strategies for success. Providing engaging lessons that will help students identify what works best for them individually, this one-semester course covers important study skills, such as strategies for taking high-quality notes, memorization techniques, test-taking strategies, benefits of visual aids, and reading techniques.

Study Skills (9th – 12th) (A8007, A8008)
Grade: 9-12

This one-semester course is designed to help students improve in and provide added support for study skills, organization, reading, mathematics, and courses in which the student is concurrently enrolled. The activities in this course will help enhance higher level thinking, problem solving, and basic skills via workshops and personalized assignments developed to support and ensure student success.

Service Learning 1, 2 (A8087)
Grade: 9-12

This course provides the opportunity for students to complete the (60 hours) community service with a non-profit organization within their community. Students are encouraged to explore organizations in need of help within their community where they can apply skills learned through their academic program and provide essential support to the community in which they live. Students who choose the Service Learning option for graduation must complete 2 semesters (120 hours) of Service Learning.

High School ELD Language & Literacy 1, 2 (A1575, A1576)
Grade: 9-12 ELPAC Level 1

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, newly enrolled in a U.S. school, scored at the Novice performance level on the Initial ELPAC (English Language Proficiency Assessments for California,) or at a performance level 1 on the Summative ELPAC. Students receive focused instruction utilizing the Cengage EDGE curriculum with embedded SDAIE strategies,

targeted activities and assessments to support development of critical language skills needed to access and achieve grade level academic content. Based on the state-adopted 2012 CA ELD standards and guided by the 2014 ELA/ELD Framework, this course is intended to help students at the Emerging proficiency level develop basic English communication skills in social and academic contexts. Activities in this course may use language learning programs such as Rosetta Stone and BrainPOP ELL, bilingual supports, in person or virtual instruction, Achieve3000 and other teacher created resources. Students who demonstrate proficiency in the standards of the course and score at a level 2 in the ELPAC may progress to the next ELD course level. Course may be repeated for course credit.

High School ELD Language & Literacy 3, 4 (A1577, A1578)
Grade: 9-12 ELPAC Level 2

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, scored at the Intermediate performance level on the Initial ELPAC (English Language Proficiency Assessments for California,) or at a performance level 2 on the Summative ELPAC. Students receive focused instruction utilizing the Cengage EDGE curriculum with embedded SDAIE strategies, targeted activities and assessments to support development of critical language skills needed to access and achieve grade level academic content. Based on the state-adopted 2012 CA ELD standards and guided by the 2014 ELA/ELD Framework, this course is intended to help students at the early Expanding proficiency level develop language skills to learn and communicate about a range of topics and academic content areas. Activities in this course include virtual and in-person literacy circles, bilingual supports, Achieve3000, MyPath ELA curriculum and other teacher created resources. Students who demonstrate proficiency in the standards of the course and score at a level 3 in the ELPAC may progress to the next ELD course level. Course may be repeated for course credit.

High School ELD Language & Literacy 5, 6 (A1579, A1580)
Grade: 9-12 ELPAC Level 3

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, scored at the Intermediate performance level on the Initial ELPAC (English Language Proficiency Assessments for California,) or at a performance level 3 on the Summative ELPAC. Students receive focused instruction utilizing the Cengage EDGE curriculum with embedded SDAIE strategies, targeted activities and assessments to support development of critical language skills needed to access and achieve grade level academic content. Based on the state-adopted 2012 CA ELD standards and guided by the 2014 ELA/ELD Framework,

this course is intended to help students at the exit Expanding or early Bridging proficiency levels be able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. Activities in this course include virtual and in-person literacy circles, Achieve3000, MyPath ELA, Literacy and Comprehension curriculum, and other teacher created resources. Students who demonstrate proficiency in the standards of the course and score at a level 4 in the ELPAC may progress to the next ELD course level. Course may be repeated for course credit.

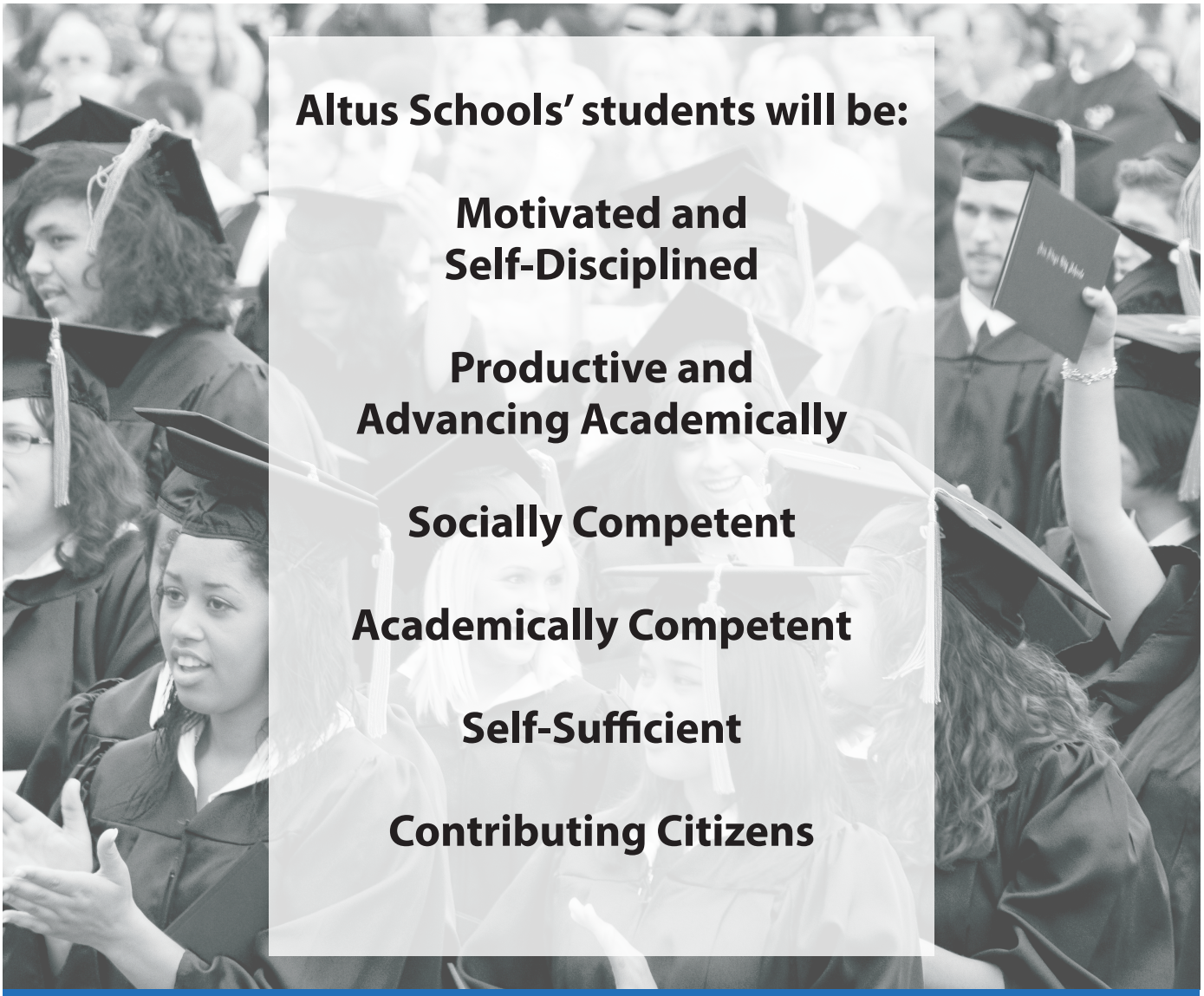
High School ELD Language & Literacy 7, 8 (A1581, A1582)
Grade: 9-12 ELPAC Level 4

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, scored at the Initial Fluent English proficient performance level on the Initial ELPAC, scored at a performance level 4 on the Summative ELPAC, or are Reclassified Fluent English Proficient (RFEP). Students receive focused instruction utilizing the Cengage EDGE curriculum with embedded SDAIE strategies, targeted activities and assessments to support development of critical language skills needed to access and achieve grade level academic content. Based on the state-adopted 2012 CA ELD standards and guided by the 2014 ELA/ELD Framework, this course is intended to help students at the Bridging or exit Bridging proficiency levels be able to communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines. Activities in this course include academic vocabulary development across curricular areas, in person and virtual instructional sessions, Achieve3000, Literacy and Comprehension curriculum, and other teacher created resources. Students who demonstrate proficiency in the standards of the course and are reclassified as Fluent English Proficient (RFEP) can be exited from the ELD course plan. Course may be repeated for course credit.

+World Geography 1 (A6538)
Grade: 9-12

This one-semester course is offered as an elective. Students will demonstrate knowledge and understanding of human and physical geography. They will be able to explain the uses of geography and various ways that the world is organized. This will include proficiency in reading various maps, charts, and graphs. Major topics will include the solar system, weather and climate, landforms, water, and natural resources, human systems, North America, South America, and Europe.

Steps to Success



Altus
SCHOOLS

APPENDIX U

EL DORADO CHARTER SELPA LETTER OF GOOD STANDING

August 4, 2026

Mary Bixby, Superintendent
Lynne Alipio, Chief Business Officer
3821 Plaza Drive, Suite 402
Oceanside, CA 92056-4605

Sent via Email

Re: Altus Schools Coastal – CDS 37-10371-0134577

To whom it may concern,

Altus Schools Coastal has been a member of the El Dorado County Charter SELPA since July 2017. Altus Schools Coastal is a member in good standing and has demonstrated the commitment and capacity to function as a LEA for special education services.

Please contact me if you have any questions.

Sincerely,

Ginese Quann
Assistant Superintendent

GQ:LK

APPENDIX V

PUPIL CALENDAR

PUPIL CALENDAR FOR ALTUS SCHOOLS SOUTHERN CALIFORNIA
ALTUS SCHOOLS COASTAL
MULTI-TRACK CALENDAR

DRAFT

2027-2028

TRACK A

Adopted By the Board _____

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates
July	1				1	2	16	0	1		Jul 5: Holiday
		5	6	7	8	9					
		12	13	14	15	16					
		19	20	21	22	23				*17*	
July / August	2	26	27	28	29	30	20	0	0		
		2	3	4	5	6					
		9	10	11	12	13					
		16	17	18	19	20				*20*	
August / September	3	23	24	25	26	27	19	0	1		
		30	31	1	2	3					
		6	7	8	9	10					Sep 6: Holiday
		13	14	15	16	17				*20*	
September / October	4	20	21	22	23	24	20	0	0		**Oct 6: Census Day**
		27	28	29	30	1					
		4	5	**6**	7	8					
		11	12	13	14	15				*20*	
P1 October / November	**5**	18	19	20	21	22	18	0	2		Nov 11: Holiday
		25	26	27	28	29					Nov 10: Teacher NWD
		1	2	3	4	5					
		8	9	**10**	**11**	12				*20*	**Total P1 Days** **93**
November / December	6	15	16	17	18	19	15	0	5		Nov 22-24: Teacher NWD
		22	**23**	**24**	**25**	**26**					Nov 25-26: Holidays
		29	30	1	2	3					
		6	7	8	9	10				*20*	
December / January	7	13	14	15	16	17	9	1	10		Dec 20-23 and 27-30 : Teacher NWD
		20	**21**	**22**	**23**	**24**					Dec 24: Holiday
		27	**28**	**29**	**30**	**31**					Dec 31: Holiday
		3	4	5	6	7				*20*	
January / February	8	10	11	12	13	14	0	19	1		Jan 17: Holiday
		17	18	19	20	21					
		24	25	26	27	28					
		31	1	2	3	4				*20*	
February / March	9	7	8	9	10	11	0	18	2		Feb 18 & 21: Holiday
		14	15	16	17	**18**					
		21	22	23	24	25					
		28	29	1	2	3				*20*	
P2 March / April	**10**	6	7	8	9	10	0	15	5		Mar 27 - Mar 31: Spring Break
		13	14	15	16	17					
		20	21	22	23	24					
		27	**28**	**29**	**30**	**31**				*20*	**Total P2 Days** **117**
April	11	3	4	5	6	7	20	0	0		
		10	11	12	13	14					Available CAASPP Window
		17	18	19	20	21					April 3 - June 23
		24	25	26	27	28				*20*	
May	12	1	2	3	4	5	20	0	0		
		8	9	10	11	12					Available CAASPP Window
		15	16	17	18	19					April 3 - June 23
		22	23	24	25	26				*20*	
May / June	13	**29**	30	31	1	2	18	0	2		Available CAASPP Window
		5	6	7	8	9					April 3 - June 23
		12	13	14	15	16					May 29: Holiday
		19	20	21	22	23				*20*	June 19: Holiday
June	NA	**26**	**27**	**28**	**29**	**30**	0	0	5	*5*	June 26-30: Teacher NWD
					Total Instructional Days:		**175**	**53**	**34**	***262***	

PUPIL CALENDAR FOR ALTUS SCHOOLS SOUTHERN CALIFORNIA
ALTUS SCHOOLS COASTAL
MULTI-TRACK CALENDAR

DRAFT **2027-2028**

TRACK B

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates
July / August	2	26 2 9 16	27 3 10 17	28 4 11 18	29 5 12 19	30 6 13 20	0	20	0	*20*	
August / September	3	23 30 **6** 13	24 31 7 14	25 1 8 15	26 2 9 16	27 3 10 17	2	17	1	*20*	Sep 6: Holiday
September / October	4	20 27 4 11	21 28 5 12	22 29 **6** 13	23 30 7 14	24 1 8 15	20	0	0	*20*	**Oct 6: Census Day**
P1 October / November	**5**	18 25 1 8	19 26 2 9	20 27 3 **10**	21 28 4 11	22 29 5 12	18	0	2	*20*	Nov 11: Holiday Nov 10: Teacher NWD **Total P1 Days** **40**
November / December	6	15 **22** 29 6	16 **23** 30 7	17 **24** 1 8	18 **25** 2 9	19 **26** 3 10	15	0	5	*20*	Nov 22-24: Teacher NWD Nov 25-26: Holidays
December / January	7	13 **20** **27** 3	14 **21** **28** 4	15 **22** **29** 5	16 **23** **30** 6	17 **24** **31** 7	10	0	10	*20*	Dec 20-23 and 27-30 : Teacher NWD Dec 24: Holiday Dec 31: Holiday
January / February	8	10 **17** 24 31	11 18 25 1	12 19 26 2	13 20 27 3	14 21 28 4	19	0	1	*20*	Jan 17: Holiday
February / March	9	7 14 **21** 28	8 15 22 29	9 16 23 1	10 17 24 2	11 **18** 25 3	18	0	2	*20*	Feb 18 & 21: Holidays
P2 March / April	**10**	6 13 20 **27**	7 14 21 **28**	8 15 22 **29**	9 16 23 **30**	10 17 24 **31**	15	0	5	*20*	Mar 27 - Mar 31: Spring Break **Total P2 Days** **117**
April	11	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	20	0	0	*20*	Available CAASPP Window April 3 - June 23
May	12	1 8 15 22	2 9 16 23	3 10 17 24	4 11 18 25	5 12 19 26	20	0	0	*20*	Available CAASPP Window April 3 - June 23
May / June	13	**29** 5 12 **19**	30 6 13 20	31 7 14 21	1 8 15 22	2 9 16 23	18	0	2	*20*	Available CAASPP Window April 3 - June 23 May 29: Holiday June 19: Holiday
June	NA	**26**	**27**	**28**	**29**	**30**	0	0	5	*5*	June 26-30: Teacher NWD
					Total Instructional Days:		**175**	**37**	**33**	***245***	

APPENDIX W

SB740 FUNDING DETERMINATION

Nonclassroom-Based Funding Determination Form - Fiscal Year 2022-23

Information collected on this form is pursuant to *California Code of Regulations*, Title 5 (5 *CCR*). Instructions for completing this form can be found on the California Department of Education (CDE) website at https://www.cde.ca.gov/sp/ch/nclrbifunddet.asp.

Users should download and save the PDF prior to entering data into the form. The recommended program for completing the form is Adobe Acrobat Reader DC. Completing the form using the web browser may result in errors.

Section I. Charter School Information (Complete fields 1-18) 5 *CCR* 11963.3(a)(1) to (4)

1. Charter School Name: Audeo Charter School II
2. Charter School Authorizer: San Diego County Office of Education
3. Charter School Number: 1835 4. CDS Code: 37103710134577
5. Street Address: 10170 Huennekens Street
6. City: San Diego 7. County: San Diego 8. Zip Code: 92121
9. Contact Name: Lynne H. Alipio 10. Title: Chief Business Officer
11. Phone Number: 858-678-2048 ext. 12. Email: lalipio@altusschools.net
13. Grade Levels Served: K-12 14. Date Charter Expires (MM/DD/YYYY): 06/30/2026
15. Funding Level Requested (Select one) ◉ 100% ○ 85% ○ 70%
16. Years Requested (Select one) ○ 2 ○ 3 ○ 4 ◉ 5
17. Funding Determination Period Requested FY 2023-24 to 2027-28
18. Charter School Deadline - Select one

- ○ Due Date: 12/1/22 To be heard at the March State Board of Education (SBE) meeting
- ◉ Due Date: 2/1/23 To be heard at the May SBE meeting
- ○ Other Funding Determination (Specify in Section VI.3) Source Data FY

■ For an existing charter school that does **not** have an active funding determination, please use current-year budget data as the source data to complete the form.
■ For an existing charter school with a funding determination that expires at the end of FY 2022-23, use FY 2021-22 audited financial data.
■ If an existing charter school with a funding determination misses the February 1 deadline, the governing board of the charter school's authorizing local educational agency will need to request a waiver to submit a late funding determination request. The SBE may approve such waivers under the general authority, under California *Education Code* (*EC*) sections 33050-33053. Additional information regarding the waiver process is located on the CDE Waivers web page at https://www.cde.ca.gov/re/lr/wr.

Section II. Financial Information (Complete sections A, B, D, and E)

A. Total Resources (Complete lines A.1.a to A.1.d)

	5 *CCR* 11963.3(a)(5)(A) and (6)
1. Revenues and Other Resources	
a. Federal Revenues	$469,811
(i) Enter amount of Public Charter Schools Grant Program included under Federal Revenues (Line A.1.a)	
b. State Revenues	$3,443,775
c. Local Revenues	$453,207
d. Other Financing Sources	
e. Total Revenues (Sum of lines A.1.a to A.1.d)	$4,366,792

B. Total Expenditures and Other Uses (Complete lines B.1 to B.4)

	5 *CCR* 11963.3(a)(5)(B) and (6)
1. Instruction and Related Services	
a. Salaries and Benefits	
(i) Certificated	$2,417,090
(ii) Classified	$346,897
b. Books, Supplies, and Equipment	$172,354
c. Services and Other Operating Costs	
(i) Contracts for Instructional Services	
(ii) Contracts for Instructional Support	$349,972
(iii) All Other Instruction Related Operating Costs	$208,270
d. Total Instruction and Related Services	$3,494,584
2. Operations and Facilities	5 *CCR* 11963.3(a)(5)(C) and (6)
a. Salaries and Benefits	
(i) Certificated	
(ii) Classified	
b. Books, Supplies, and Equipment	$2,256
c. Services and Other Operating Costs	$498,517

B. Total Expenditures and Other Uses (Complete lines B.1. to B.4), continued

d. Facility Acquisition and Construction		
e. Total Operation and Facilities		$500,773
f. Allowable Facility Costs	5 *CCR* 11963.3(b)(7)	
(i) Enter the total facility square footage occupied by the charter school	6,730 sqft.	
(ii) Enter the total Classroom-Based P-2 ADA reported in the prior FY. DO NOT INCLUDE NCB ADA		
(iii) Enter the total Student Hours attended by the NCB pupils at the school site in the prior FY	8,434	
(iv) Calculated Facilities Costs Lesser of line B.2.e or [(B.2.fii+(B.2.fiii/868)]*1000	$9,716.03	
Allowable (Lesser of line B.2.e or B.2.fiv)	$9,716.03	
3. Administration and All Other Activities	5 *CCR* 11963.3(a)(5)(D) and (6)	
a. Salaries and Benefits		
(i) Certificated		$11,256
(ii) Classified		$335,389
b. Books, Supplies, and Equipment		$325
c. Services and Other Operating Costs		
(i) Contracts for Other Administrative Services		
(ii) Supervisorial Oversight Fee		$28,962
(iii) All Other Administration and Other Activities, Services and Operating Costs		$106,675
d. Total Administration and Other Activities		$482,607
4. Other Outgo and Other Financing Uses	5 *CCR* 11963.3(a)(5)(E) and (6)	
a. Debt Service		$2,341
b. Transfers to local educational agencies		
c. All Other Transfers and Outgo **Note - This must not be a negative value.**		
d. Total Other Outgoing and Other Financing Uses		$2,341

B. Total Expenditures and Other Uses, continued

5. Total Expenditures (Sum of lines B.1.d, B.2.e, B.3.d, and B.4.d)	$4,480,304

C. Revenues Over Expenditures - Surplus or (Deficit)

(Line A.1.e minus Line B.5)	($113,511)

D. Fund Balance (Complete line D.a)

a. Enter Beginning Fund Balance (July 1)	5 *CCR* 11963.3(a)(5)(A)	$2,337,914
b. Ending Fund Balance - June 30 (Line C plus Line D.a)		$2,224,402

E. Reserves (Complete lines E.a. to E.e)

If reserves in line E.a or E.b are more than $50,000 or over 5% of total expenditures, provide an explanation in Section III.6, pursuant to 5 *CCR* 11963.3(a)(5)(F).

	% of Expenditures	
a. Designated for Economic Uncertainties	21%	$933,397
b. Facilities Acquisition or Capitol Projects	11%	$477,357
c. Reserves Required by Charter Authorizer	5%	$224,015
d. Other Reserves (Explain in Section III.5)	13%	$589,634
e. Unassigned/Unappropriated Fund Balance	0%	
f. Total (Sum of lines E.a to E.e)	50%	$2,224,402

Note - Line E.f must agree with Line D.b

Section III. Supplemental Information (Complete lines 1 through 8)

1. Pupil to Teacher Ratio (PTR), pursuant to *EC* Section 51745.6 and 5 *CCR* Section 11704

a. Enter the charter school's PTR: 0.00:1 13.53:1

b. If the charter school's PTR in line III.1.a exceeds 25:1, enter the name of the largest unified school district in the county or counties in which the charter school operates:

c. Enter the PTR for the unified school district listed on line III.1.b: 0.00:1

2. Did any entity receive $50,000 or more OR 10% or more of total expenditures (Line B.5) in the FY 2021-22 OR will receive in the FY 2022-23? (5 *CCR* 11963.3[b][3]) (●) Yes ( ) No

If yes to line III.2, list the name of each entity and the cumulative amount received by each entity in Box 2.a on Page 5. Are contract payments made by the charter school based on specific services rendered or upon an amount per unit of average daily attendance (ADA) or some other percentage of the charter school's revenues, enrollment, etc? If yes, identify on Page 5 Box 2.a.

2.a Provide information regarding entity and contract information below. Attach an extra sheet if necessary.

Name of Entity	Amount	Purpose/Explanation	Are contract payments based on specific services rendered?	If no, are payments based on amount per ADA or some other percentage?
Datel Systems Incorporated	$131,419	Computer/Software/Technology Support Services	Yes	No
Plaza Paseo Real Associates, LLC	$145,557	Facility Lease	Yes	No
Syracuse RTC LLC dba Elevations RTC	$197,890	Special Education and/or Related Services Provider	Yes	No
The Ed Ladder	$107,575	Tutoring Service Provider	Yes	No
VOC Realty Investments, Inc	$121,989	Facility Lease	Yes	No

3. List the charter school's CURRENT governing board pursuant to 5 *CCR* Section 11963.3(b)(4).

Name and Title of Board Member	Board Member Type (Parent, teacher, etc)	How was this member selected?	Is the member affiliated in any way with any entity listed in Section III.2?	Board Member Term (From MM/YY to MM/YY)
Gregg Haggart	Chairman	Appointed and A	No	07/21 to 06/27
Laura Barreiro	Board Member	Nominated and	No	01/21 to 06/27
Wayland Myers	Board Member	Nominated and	No	10/21 to 06/27

Has the governing board adopted and implemented conflict of interest policies and procedures? (●) Yes ( ) No

For any governing board member identified as affiliated with any entity reported above in Section III.2, explain the nature of the affiliation below. Attach an extra sheet if necessary.

4. If transfers are reported on lines B.4.b or B.4.c, describe the nature of the transactions and identify the accounts or entities involved in the transfers pursuant to 5 *CCR* Section 11963.3(b)(5).

B.4.b

B.4.c

5. If "Other Reserves" are reported on line E.d, explain the purpose for these reserves.

	Reserves in Line E.d	
E.d	$589,634	Other Reserves include $93,586 of prepaid expenditures, $15,594 of security deposit, $308,230 of contractual obligations of facility leases, and $172,224 of self-insured H&W plan.

6. If reserves reported on line E.a (designated for economic uncertainties) OR E.b (facilities acquisition or capital projects) exceed the greater of $50,000 or 5% of total expenditures, explain the need for such excess reserves.

E.a	$933,397	E.a Audeo II calculated the designated for economic uncertainties such as deferral of State Apportionment to be two and a half months of average operating expenses. This amount is $933,397 for the fiscal year. E.b $477,357 is the net book value of capital assets as of 6/30/2022.
Percentage	21%	
E.b	$477,357	
Percentage	11%	

7. Enter the average daily attendance (ADA).

FY 2021-22 P-2 ADA (0.0)	229.96	FY 2022-23 P-2 ADA (0.0)	231.32

8. Enter the full-time equivalent (FTE) employees working at the charter school that possess a valid teaching certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold issued by the Commission on Teacher Credentialing and who work in the charter school in a position required to provide direct instruction or direct instructional support to students, pursuant to 5 *CCR* Section 11963.3(b)(8).

FY 2021-22 FTE (0.0)	17	FY 2022-23 FTE (0.0)	16.16

Section IV. Nonclassroom-Based Virtual or On-line Charter Schools (Complete lines 1 and 2)

1. Is this charter school a virtual or on-line charter school as defined in 5 *CCR* Section 11963.5? (A virtual or on-line charter school is one in which at least 80% of teaching and student interaction occurs via the Internet.)

○ Yes
◉ No

2. If yes to line IV.1, can the charter school demonstrate compliance with 5 *CCR* sections 11963.5(b)(2) to (8)?

○ Yes
○ No
◉ N/A

Section V. Calculated Funding Determination Percentage

1. Percent spent on Certificated Employee Salaries and Benefits to Total Public Revenues 5 *CCR* 11963.3(c)(1) — 61.76%

Certificated Salaries and Benefits costs Line B.1.a(i)/Federal Revenues Lines A.1.a - PCSGP A.1.a(i) + State Revenues A.1.b

2. Percent spent on Instruction and Related Services to Total Revenues 5 *CCR* 11963.3(c)(2) — 80.25%

Instructional and Related Services costs Line B.1.d + Allowable Facilities costs 2.f.(iv)/Total Revenues Line A.1.e

Funding Determination Criteria	
If the percentages from lines V.1 or V.2 do not meet the spending criteria of the funding level requested as shown below, complete Section VI to provide mitigating circumstances for consideration by the Advisory Commission on Charter Schools (ACCS) for making a recommendation other than one that results from the criteria specified in regulations.	
100%	1) Line V.1 must equal or exceed 40 percent, 2) Line V.2 must equal or exceed 80 percent, AND 3) Line III.1.a. PTR cannot exceed 25:1 OR the PTR on line III.1.c, the ACCS shall recommend approval at 100%, unless there is a reasonable basis to recommend otherwise (5 *CCR* 11963.4[a][3]).
85%	1) Line V.1 must equal or exceed 40 percent, AND 2) Line V.2 must equal or exceed 70 percent but less than 80 percent, the ACCS shall recommend approval at 85%, unless there is a reasonable basis to recommend otherwise (5 *CCR* 11963.4[a][2]).
70%	1) Line V.1 must equal or exceed 35 percent, AND 2) Line V.2 must equal or exceed 60 percent but less than 70 percent, the ACCS shall recommend approval at 70%, unless there is a reasonable basis to recommend otherwise (5 *CCR* 11963.4[a][1]).
Denied	1) Line V.1 is less than 35 percent, OR 2) Line V.2 is less than 60 percent, the ACCS shall recommend that the SBE deny the request, unless there is a reasonable basis to recommend otherwise (5 *CCR* 11963.4[a][4]).

Section VI. Mitigating Circumstances (Complete lines 1-3 and attach any supporting documentation)

1. Explain why the charter school did not meet the criteria for the funding level requested. Include specific measures or actions taken by the charter school to comply.

2. List and explain the mitigating circumstance(s) to be considered by the CDE and ACCS.

3. Provide any other pertinent information that may assist the CDE and ACCS in conducting a detailed review or develop a reasonable basis for a recommendation.

Section VII. Certification (Review, sign, and date) 5 *CCR* 11963.3(b)(1)

I certify that:

1. The information provided is true and correct to the best of my ability and knowledge.
2. This charter school's nonclassoom-based instruction is conducted for and substantially dedicated to the instructional benefit of the school's students.
3. This charter school's governing board has adopted and implemented conflict of interest policies.
4. All of the charter school's transactions, contracts, and agreements are in the best interest of the school and reflect a reasonable market rate for all goods, services, and considerations rendered for or supplied to the school.

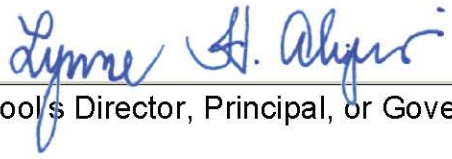
Lynne H. Alipio

Enter Name of Charter School's Director, Principal, or Governing Board Chairperson

Chief Business Officer

Title of Authorized Individual

Before certifying with electronic/digital signature below, please be sure to check all numerical entries and information provided, and save a copy of this form. Modifications to the information reported on this form cannot be made after the signature field below has been completed. If providing a wet signature instead of an electronic one, please date the signature.



Signature of Charter School's Director, Principal, or Governing Board Chairperson

Submit completed and electronically signed forms via email to charter-sb740@cde.ca.gov.

The CDE no longer requires the following documents:

- Hard copy of the FDF
- Hard or soft copy of the Conflict of Interest Policy

Therefore, please do not submit these documents to the CDE.

APPENDIX X

LETTERS OF SUPPORT FROM COMMUNITY GROUPS

CCEMC
THE CALIFORNIA COALITION
DEDICATED TO DUAL ENROLLMENT

Melissa Madigan
6507 Pacific Avenue #323
Stockton, CA 95207

July 6, 2026

Dear Board Members:

The California Coalition of Early & Middle Colleges (CCEMC) has a coaching partnership with Altus Affiliated Schools and we work closely together to ensure students become college and career ready upon graduation. I am writing in support of the approval of the petition for Altus Schools Coastal.

CCEMC is actively supporting Altus Schools by providing coaching related to dual enrollment. Our guidance focuses on best practices to ensure student success, as well as strategies for establishing strong partnerships with local community colleges. Additionally, we assist in the development of pathways that lead to the completion of college units, that ultimately lead to an associated degree for transfer along with the formation of pathways in Career and Technical Education (CTC).

What stands out most about the Altus Schools staff is their dedication and commitment to their students. They prioritize the success of all students, especially those who face significant challenges. These include students who are credit deficient, undocumented, socioeconomically disadvantaged and encounter various learning barriers. The unique structure of Altus Schools fit the needs of their students and the school system is an asset to the community.

CCEMC will continue to support this effort and collaboration. I ask that you, Members of the Board, approve the petition for Altus Schools Coastal.

Thank you,

Melissa Madigan
CCEMC
Executive Director
melissa@dualenrollment.org

Don Bui
11460 Warner Ave
Fountain Valley, CA 92708

July 14, 2026

Dear Board Members,

Coastline College has had a partnership with Altus Schools since 2020 and we work closely together to offer students opportunities to earn college credit and certification. I am writing in support of the approval of the petition for Altus Schools Coastal (ASC).

The partnership between Coastline College and ASC offers students opportunities to earn early college credit while still in high school, all while preparing them for life after high school. We are serving students who are historically underrepresented in postsecondary education, making this work truly important for equity and access in education.

Coastline College will continue to support this effort and important work. I ask that you, Members of the Board, approve the petition for Altus Schools Coastal.

Thank you,

Don H. Bui

Don Bui
Project Director, Dual Enrollment
Coastline College

CUYAMACA
· COLLEGE ·

EQUITY, EXCELLENCE,
AND SOCIAL JUSTICE
THROUGH EDUCATION

July 6, 2026

Dear Board Members,

Cuyamaca College began its partnership with Altus Affiliated Schools in 2023, and as educational partners we work closely to ensure students become college and career ready upon graduation from high school. As someone who has been deeply engaged in this work as a dean liaison to Altus Schools, I am writing in support of the approval of the petition for Altus Schools Coastal.

The partnership between Cuyamaca College and Altus Schools provides students opportunities to earn early college credit while still in high school, all while preparing them for a college education and future career. Recent data demonstrate that high school students, including Altus Affiliated Schools students, enrolling in Cuyamaca College classes are even more likely to succeed in college classes than other students. Having the opportunity to enroll in and successfully complete college courses while in high school provides students with a sense of belonging on a college campus and ultimately reminds them that they are indeed "college ready."

Given the tremendous promise of dual enrollment for high school students, Altus Schools and regional community colleges are working to expand college opportunities for San Diego County communities, specifically in communities traditionally underserved by higher eduation. Through one of these important partnerships, Cuyamaca College and Altus Schools are striving to advance student equity in education and ultimately social and economic mobility.

As a member of the Cuyamaca College leadership team, I am pleased to support this effort and collaboration. I ask that you, Members of the Board, approve the petition for Altus Schools Coastal. Thank you for your consideration.

Sincerely,

Bri Hays

Bri Hays
Senior Dean of Institutional Effectiveness, Success & Equity
Cuyamaca College

The Ed Ladder

It starts with one - it starts with you!

July 6, 2026

Re: Support for the Charter Renewal of Altus Schools Coastal (ASC)

Dear Members of the Board of Directors,

I am writing in support of charter renewal for Altus Schools Coastal (ASC). My name is Maite Soleno, and I am the Program & Development Manager at The Ed Ladder, a nonprofit organization that supports at-promise youth. The Ed Ladder has partnered with ASC since 2017.

I have seen first-hand the importance of ASC for the education of students who did not fare well in traditional public schools. The high quality, individualized educational program allows these students to further their education without having to drop out of school. ASC is an important safety net that is vital for students in North San Diego County.

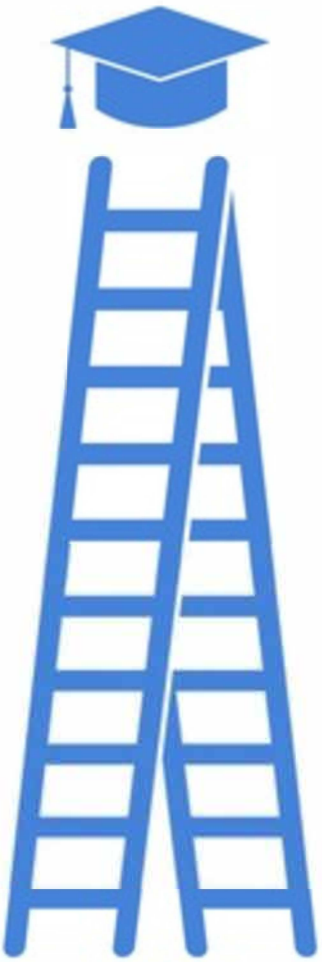
The Ed Ladder Academic Coaches have worked closely with students with personal situations that made it difficult to succeed in a traditional school environment. For example, an Academic Coach worked closely with a couple who were expecting a child. Attending ASC allowed them to create an individualized educational path where they both could prepare for being parents while still going to school. The mother gave birth right before her graduation and due to her support at ASC and she was still able to graduate on time with her class.

Furthermore, ASC provides a safe and quiet place for students to study. Our Academic Coaches often note that the Resource Center has a calming atmosphere that supports students who may be easily distracted by noise, are on the autistic spectrum, or have high levels of anxiety. Many students during the pandemic opted to go in-person to school in order to have a calm, quiet location where they could focus outside of their chaotic home environments.

In summary, ASC provides an individualized educational plan and calm learning environment which is a vital safety net for some of North County's most vulnerable students.

I ask that you, Members of the Board, approve this petition for charter renewal for Altus Schools Coastal.

Sincerely,



Maite Soleno
Program & Development Manager
The Ed Ladder

7/6/2026
Date

(619) 656-6026
theedladder.org
5663 Balboa Avenue #508, San Diego, 92111
info@theedladder.org

Dr. Krista Herrera
CEO & Founder
Influence Ed

July 17, 2026

Dear Members of the Board:

I am writing on behalf of Influence Ed in strong support of the petition for Altus Schools Coastal.

Through our work with educational leaders across California, I have had the opportunity to collaborate with the leadership team at Altus Schools. Their unwavering commitment to students, thoughtful leadership, and dedication to continuous improvement distinguish them as an organization that consistently places student success at the center of every decision.

What stands out most is the strength of the leadership team. They lead with purpose, integrity, and a clear vision for expanding opportunities for students who have historically faced barriers to educational success. Rather than accepting the status quo, they continually seek innovative ways to improve systems, strengthen instruction, and create pathways that empower every student to thrive.

The Altus leadership team demonstrates a culture of collaboration and accountability that extends throughout the organization. They thoughtfully engage in reflection, embrace feedback, and remain focused on building sustainable systems that improve outcomes for students. Their willingness to invest in professional learning, cultivate strong partnerships, and continuously refine their work reflects a leadership philosophy grounded in service and excellence.

Equally important is their deep belief in the potential of every student. Their decisions consistently reflect a commitment to ensuring that all students, regardless of their circumstances, have access to meaningful educational opportunities and the support needed to achieve their goals. Based on my experience working alongside Altus Schools, I am confident they possess the leadership, organizational capacity, and unwavering commitment necessary to successfully serve the students and families of Altus Schools Coastal. For these reasons, I respectfully encourage the Board to approve the petition for Altus Schools Coastal. Thank you for your time, your thoughtful consideration, and your commitment to expanding high-quality educational opportunities for students.

Sincerely,

Dr. Krista Herrera
CEO & Founder
Influence Ed

July 7, 2026

Dear Members of the Board,

I am writing to express my strong support for the Charter Petition of Altus Schools Coastal. In my role as a K–12 Pathway Coordinator, I have had the opportunity to collaborate closely with the dedicated staff at Altus. Through this partnership, I have consistently witnessed their unwavering commitment to creating meaningful educational opportunities for “at-promise” students.

One notable example of their efforts is the successful establishment of dual enrollment programs in partnership with local community colleges. These programs allow students to earn college credit while still in high school—an invaluable opportunity that broadens their post-secondary academic and career options. Access to free college courses at the high school level can be transformative, empowering students to envision and pursue a future that may have otherwise felt out of reach.

Altus Schools further demonstrates its dedication to student success through initiatives like their College and Career Week, held this past semester. During this weeklong event, all schools within the Altus network welcomed representatives from four-year universities, community colleges, and a diverse range of industry professionals. Students engaged with these guests to explore the wide array of academic and career pathways available to them after graduation. College representatives not only highlighted campus support services, but also provided actionable guidance on programs such as the community college Promise Program.

These efforts clearly reflect Altus Schools' holistic approach to education and their drive to support every student’s journey toward a successful future. With this in mind, I respectfully urge you to approve the Charter Petition for Altus Schools Coastal.

Thank you for your time and thoughtful consideration.

Sincerely,

Dr. Heidi Bergener, K12 Pathway Coordinator

MIRACOSTA COMMUNITY COLLEGE DISTRICT

1 Barnard Drive, Oceanside, CA 92056
760.757.2121 • miracosta.edu

Monday, July 13, 2026

Dear Board Members:

MiraCosta College values its partnership with Altus Affiliated Schools and the shared commitment to ensuring that students are college- and career-ready upon graduation. MiraCosta College strongly supports the approval of the petition for Altus Schools Coastal (ASC).

Through our partnership, students have opportunities to earn college credit while still in high school, prepare for future careers, and build a strong foundation for continued postsecondary education. The partnership serves students who have historically been underrepresented in higher education, making this work especially important in advancing educational equity and access.

MiraCosta College remains committed to supporting this partnership and its continued development. The Board is respectfully encouraged to approve the petition for Altus Schools Coastal. Thank you for your consideration.

Sincerely,

Zhenya Lindstrom
Dean, Instructional and Library Services
Instructional Services

SAN DIEGO MIRAMAR COLLEGE
Office of Academic Services
10440 Black Mountain Road
San Diego, CA 92126

July 7, 2026

Dear Board Members,

San Diego Miramar College has a partnership with Altus Affiliated Schools and we work closely together to ensure students become college and career ready upon graduation. I am writing in support of the approval of the petition for Altus Schools Coastal.

We value our partnership with Altus Affiliated Schools and hope to continue the opportunity to strengthen pathways for students through dual enrollment offerings. Students who participate in dual enrollment often are more successful and prepared for their transition to higher education. We aim to continue developing equitable access and wrap around support for dual enrollment students at Altus who are taking Miramar courses while in high school. Our joint goal remains continuous improvement in student success.

For the last several years, Miramar College has established a robust partnership with Altus Affiliated Schools. Our teams collaborate regularly to continue improving and expanding this partnership. Altus prepares students for the dynamic world that awaits. At Miramar, we believe that students who matriculate through our pathways will, in turn, create a stronger economy overall as more students leverage college certificates and degrees into careers.

Miramar will continue to support this effort and collaboration. I ask that you, Members of the Board, approve the petition for Altus Schools Coastal. Thank you for your consideration.

Sincerely,

Jeffrey Orgera

Jeff M. Orgera, Ph.D.
Dean of Academic Services
San Diego Miramar College
Office: 619-388-7511
jorgera@sdccd.edu

MORENO VALLEY COLLEGE

Tom Vitzelio
16130 Lasselle Street
Moreno Valley, CA 92551

July 13, 2026

Dear Board Members,

Moreno Valley College has a partnership with Altus Affiliated Schools and we work closely together to ensure students become college and career ready upon graduation. I am writing in support of the approval of the petition for Altus Schools North Coastal.

Moreno Valley College and Altus Schools have created a pathway for high schoolers to start earning college credits before graduation, laying the groundwork for whatever comes next, whether that's a career or continued studies. What makes this effort especially meaningful is who it reaches. These are students who haven't traditionally had a seat at the table in higher education.

By far Altus' strongest asset is their ability to be innovative and always work to improve things. Their team should be praised for their commitment to students and their success. They have demonstrated their ability to plan, collaborate, and problem solve in order to develop new programs. More than anything Altus Schools are a committed institution that takes pride in their mission and is dedicated to their students and staff who support them. It has been my pleasure to work with Altus Schools and I have all confidence that they will be successful in this endeavor.

Moreno Valley College will continue to support this effort and collaboration. I ask that you, Members of the Board, approve the petition for Altus Schools Coastal. Thank you for your consideration.

Sincerely,

Tom Vitzelio, MA, MBA
Dean of Student Success and Academic Support
Moreno Valley College

(951) 571-6100 • FAX (951) 571-6176
16130 Lasselle Street • Moreno Valley, CA 92551
www.mvc.edu

PALOMAR COLLEGE®
Learning for Success
1140 West Mission Road, San Marcos, California 92069-1487 • 760-744-1150 • www.palomar.edu

July 10, 2026

Board of Education
San Diego Unified School District
4100 Normal Street, Room 2231
San Diego, CA 92103

SUBJECT: Altus Schools Coastal Charter Renewal

Dear Members of the Board:

With great enthusiasm, I write this letter of support for the approval of the charter renewal petition for Altus Schools Coastal. Palomar College has a valued partnership with Altus Schools, collaborating closely to ensure students become college and career ready upon high school graduation.

The College and Career Access Pathways partnership between Palomar College and Altus Schools provides students with the opportunity to earn early college credit, preparing them with the skills and knowledge needed for both college and career readiness. This initiative focuses on promoting equity and expanding access to postsecondary education by supporting students historically underrepresented in higher education, including first-generation college students, low-income individuals, current or former foster youth, students experiencing homelessness, students with disabilities, and those with dependent children.

Palomar College will continue to support this effort and collaboration. I ask that the Members of the Board approve the charter renewal petition for Altus Schools Coastal. Thank you for your consideration.

Sincerely,

Glyn Bongolan, Ed.D.
Associate Dean, Dual Enrollment
Palomar College
(760) 744-1150 x 3636
gbongolan@palomar.edu

SAN DIEGO CITY COLLEGE
1313 Park Boulevard
San Diego, California 92101-4787
619-388-3400

Office of the President
619-388-3453
FAX: 388-3063

July 7, 2026

Dear Board Members,

San Diego City College has a partnership with Altus Affiliated Schools and we work closely together to ensure students become college and career ready upon graduation. I am writing in support of the approval of the petition for Altus Schools Coastal.

The partnership between San Diego City College and Altus Schools allows students opportunities to earn early college credit while still in high school, all while preparing them for a future career and college education. We are serving students who are underrepresented in postsecondary education, making this work truly important for equity and access in education.

San Diego City College will continue to support this effort and collaboration. I ask that you, Members of the Board, approve the petition for Altus Schools Coastal. Thank you for your consideration.

Ricky Shabazz, Ed.D.
President, San Diego City College

Rachel Fischer, Ed.D.
Governing Board
Kristine Galicia Brown
Nicholas Segura
Don Dumas
Robert Moreno
Corina Soto

July 7, 2026

Dear Board Members,

Southwestern College has a partnership with Altus Affiliated Schools and we work closely together to ensure students become college and career ready upon graduation. I am writing in support of the approval of the petition for Altus Schools Coastal.

The partnership between Southwestern College and Altus Schools allows students opportunities to prepare for a future career and college education. Expanding our dual enrollment pathways with Altus Schools is an important part of our Student Equity and Achievement plan and strategic priorities. Our District is committed to ensuring that postsecondary educational opportunities are available to students who may not be college bound or who are underrepresented in higher education. We believe this intentional focus and support for these students will enable them to successfully complete post-secondary degrees and/or certificates. This will, in turn, will create a stronger economy overall as more students turn college certificates and degrees into fruitful careers that can better support their families.

Southwestern College is strongly committed to continuing our collaborative partnership with Altus Schools. I ask that you, Members of the Board, approve the petition for Altus Schools Coastal. Thank you for your consideration.

Sincerely,

Rachel Fischer
Assistant Superintendent/Vice President, Student Affairs
Southwestern College

California
Charter Schools
Association

July 30, 2026

Superintendent Dr. Gloria Ciriza
Board President Gregg Robinson
San Diego County Office of Education
6401 Linda Vista Rd.
San Diego, CA 92111

Dear Superintendent Dr. Ciriza, Board President Robinson, and Trustees:

Re: Support for Altus Schools Coastal Charter Renewal

I hope this letter finds you well. On behalf of the California Charter Schools Association I am pleased to offer our support for the renewal of Altus Schools Coastal. Additionally, the purpose of this letter is to outline the current renewal procedures and the criteria that determine renewal eligibility for Dashboard Alternative School Status (DASS) schools as per the California Education Code. California Education code states, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. (Section 47605(c))

A charter school's renewal timeline begins when the petitioner submits their renewal materials. After receiving a charter's renewal documents, authorizers are legally obligated to:

- Hold a public hearing for a charter's renewal within **60 days**.
- Issue a decision of whether to approve or deny the charter's renewal within **90 days**.
- Publish a report reviewing the charter school's programming and outcomes at least **15 calendar days** before issuing a decision.

Authorizers can receive a **30-day extension** for making a renewal decision, as long as both the charter operator and authorizer agree to the extension.

The DASS program holds alternative schools accountable for alternative accountability indicators incorporated in the Dashboard based on the charter school's pupil population served as well as the alternative metrics mutually agreed upon between the chartering authority and the charter school per *EC* Section 47607(c)(7). Denial of the renewal of a DASS school must include written findings of fact supporting the supposition that the closure of the charter school is in the best interest of the pupils. Lastly, while education code is silent to the specific renewal term length DASS schools can receive, we firmly believe they should be in line with the default renewal term length of **five years** as is the case with 'middle track' schools.

California
Charter Schools
Association

Altus Schools Coastal serves a diverse student population, including **62.3% socioeconomically disadvantaged students**, **27.2% students with disabilities**, **14.2% English learners**, and **7.5% students experiencing homelessness**. **Nearly half** of its students identify as Hispanic. In 2024-25, Altus Schools Coastal achieved a **97.7% DASS graduation rate**, with every student subgroup graduating at rates **above 94.7%.** The school also ranked **second among 38 DASS schools** in San Diego County for English Language Arts Dashboard Distance from Standard (DFS) **and fourth among 40 DASS schools** for mathematics proficiency in 2025.

Altus Schools Coastal also demonstrates strong student engagement and school climate. Chronic absenteeism for grades 6-8 **was just 1.8% in 2025**, well below the San Diego County DASS average of 24.5% and the statewide DASS average of 40.0%. The school has maintained **near-zero suspension rates** and no expulsions over the past five years while consistently earning parent satisfaction rates above 96% and student satisfaction rates above 94%. These results are further reinforced by the school's six-year accreditation from the Western Association of Schools and Colleges (WASC), the highest accreditation term awarded by the organization.

While staff works to provide a comprehensive report and recommendation to present before the board, I encourage you all to visit one of Altus' resource centers to see the level of engagement, collaboration, innovation, and opportunity students are provided. I look forward to reviewing the staff report once it becomes public. CCSA is proud to support the renewal of a school which has operated a supportive, successful, and inclusive learning environment.

Thank you for your time and consideration. If you have any questions or need further clarification about the renewal or material revision process, please do not hesitate to contact me at acongo@ccsa.org.

Respectfully,

Arthur Congo
Senior Director of Local Advocacy
California Charter Schools Association

APPENDIX Y

LETTERS OF SUPPORT FROM PARENTS/ STUDENTS/ ALUMNI

Anastasia Amor

6/17/2026

Dear Board Members,

I am writing to you in support of the renewal of Altus Schools Coastal. My name is Anastasia Amor and I am currently a 6th grade student at Altus Schools Coastal at the South Carlsbad Resource Center.

I was drawn to this school because I had to get pulled out of my other school because of an incident with other students at my school. Altus Schools Coastal looked like a really nice school to come to because when I went on a tour, everyone was very open and went over all the expectations and showed me how they could help me. There was a lot of support from the teachers in the resource center.

I find the school meaningful because it is a really great school to succeed in. The teachers and helpers always support me if I am not receiving a great grade, they will help me bring my grade up with help in my classes. There is a great community around the resource center because there are many people around you to ask questions and they are always willing to help.

Even though I have only been at Altus Schools Coastal for only a couple of months, I have gotten high final grades in all the classes I have taken so far. I feel like I have a lot of opportunities for growth and success.

I would support this school to stay open because it gives me and other students who may not fit in the typical school setting get help and can have more freedom to be flexible with your work. You can focus on your work without other social distractions. I really like the fact that it is not a long school day where you are sitting all day. You can take breaks, be alone to take notes and ask for help when I want but also work quietly when I want. You can schedule your own time to come in at your own schedule. This school really works for me and I have seen it works for others too.

I respectfully request that the Members of the Board approve the renewal of Altus Schools Coastal.

Sincerely,

Anastasia Amor

Abel Cruz

July 7, 2026

Dear Board Members,

I am a student that attends North Carlsbad Resource Center, and I am writing to *respectfully request that the Members of the Board approve this petition for Altus Schools Coastal.*

My teacher is Mrs. Montgomery. I came to Altus Schools Coastal because I have difficulties focusing because of my ADHD. Being at Altus Schools Coastal has made it easier for me to focus on one subject at a time. When I was in traditional school my mental health and family were stressed all the time, I was relieved of this stress when I enrolled at Altus Schools Coastal. My teacher and the staff help students learn at their own pace.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal so that I and others can continue to use the opportunities the school provides for students like me who need something different than traditional school.

Sincerely,

Abel Cruz

Abel Cruz

Aiden Hacker

06/17/2026

Dear Board Members,

My name is Aiden Hacker and I am a student that attends Altus Schools Coastal's North Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

I first came to Altus Schools Coastal because I was having difficulty at my school to anxiety and was not able to attend or make academic progress. I have an IEP with a qualifying disability of autism spectrum disorder and the size and social setting of traditional schools was over stimulating and overwhelming for me. Fortunately, I had a friend recommend Altus Schools Coastal and it has changed my education experience.

From the first day I attended Altus Schools Coastal I felt included as part of the school and saw that this was a safe space for me. Previously, school had always been scary and caused me a lot of anxiety. I have since benefited from the one-on-one support from my special education teacher, Mrs. Ramirez. I am treated like an individual and my work is specifically tailored to my interest and learning needs.

I recommend that Altus Schools Coastal remain available to students so I can continue to receive the support I need to graduate. I know from my own experience that other students like me that struggle with anxiety could benefit from the safe learning environment and supportive and caring staff so that they to have a path towards graduation and success.
I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Aiden Hacker

Alex Lundy

6/23/2026

Dear Board Members,

I am a student that attends North Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal

I wasn't doing well in my old school and needed a different way to learn. I enrolled here because I want to graduate.

I recommend Altus Schools Coastal be renewed because they help students. All the teachers care and want students to succeed.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Alex Lundy

Alex Lundy

Alex Sierra

June 26, 2026

Dear Board Members,

I am a student who attends the North Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

This school has been an great fit for me because it allows me to take every lesson at my own level while keeping room for outside opportunities. The program has improved my educational experience by giving me the flexibility that traditional schools couldn't offer.

I really appreciate how convenient the lessons are and that I can choose my own hours for coming and going. Having control over my time and knowing I can always get help when I need it has been the perfect way to get ready for my next steps after graduation.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Alex Sierra

Alex Sierra

Alexa Zarate Cruz

7/7/2026

Dear Board Members,

I am a student that goes to Altus Schools Coastal South Carlsbad Resource Center and am writing in support of the approval of the petition for the Altus Schools Coastal School.

I came to Altus School Coastal because I wanted a calm environment. I am catching up on my classes and feel supported by my teachers.

I plan on receiving my high school diploma here at Altus School Coastal. Once I graduate, I want to go to cosmetology school.

I ask that you, Members of the Board, approve the petition for Altus Schools Coastal School.

Sincerely,

Alexa Zarate Cruz

Amanda McConnell

6/30/2026

Dear Board Members,

I am a parent of a student who attends the North Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

I needed a school that could work better with my childs' health issues and I was recommended here by his old school. The staff here genuinely care about student wellbeing and success, and their support is the only reason my child is on the path to graduating high school.

There have been many conversations with the teachers that left me feeling that they cared for and understood my son. Those memories have kept us feeling hopeful about his academic success. I recommend that Altus stays open because of the life changing support offered there that is so incredibly special and rare to find.

The comfort items and snacks offered there are very helpful, and I'm grateful that resource is available when students are at school.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Amanda McConnell

Amanda McConnell

Andrea Flow

07/08/2026

Dear Board Members,

I am a parent of a student who attends the North Carlsbad Resource Center and am writing in support of the renewal of the petition for Altus Schools Coastal.

I came to this school for convenience and my son does better in homeschooling. Very helpful teachers and resources.

I like the opportunity outside of school, more time with family. It is a wonderful schooling system for those that do better in homeschooling than traditional school. My son's GPA is higher than it’s ever been. The teachers are really helpful and as a parent, I enjoy helping my son with his homework and projects.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Andrea Flow

Andrea Flow

Angel Lemus

July 7, 2026

Dear Board Members,

I am a student that attends North Carlsbad Resource Center, and I am writing to *respectfully request that the Members of the Board approve this petition for Altus Schools Coastal.*

My teacher is Mrs. Montgomery. I came to Altus Schools Coastal because it's flexible and personalized. Being at Altus Schools Coastal has given me flexibility which has allowed me to pursue opportunities like being with my family and with my church. Altus Schools Coastal' s teachers and staff help students learn at their own pace.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal so that I and others can continue to use the opportunities the school provides for students like me who need something different than traditional school

Sincerely,

Angel Lemus

Angel Lemus

Angelica Overall

July 7th, 2026

Dear Board Members,

I am a parent of a 9th grade student who attends the South Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

What brought my son and I to Altus Schools Coastal was because we were looking for an option that fits my son's needs better than a traditional public school. This school has allowed my son to go at his own pace and to focus on one class at a time. This has helped him while he has been trying to work on his mental health.

Our favorite experience about this school has been his teacher, Ms. McCrory. She has been so helpful and has made our time at this school a good experience. She is always very available to help in any way possible.

I recommend this school stays open because it is a great alternative for students that don't always thrive in traditional public school. It was so comforting knowing that I had a different option and a place to go when my son was mentally not going great in his other school. Every child needs to feel like they can succeed and this school has allowed my son to feel that. It has been a great experience being a part of this school and I would recommend it to others. I liked that my son had the option to go into this school and still get the social aspect or he could stay home when he needed to.

I highly recommend that this school stays open so students have an option to learn in a way that is best for them. I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Angelica Overall

Ann Whitman

July 9, 2026

Dear Board Members,

As a parent of a student who attends Altus Schools Coastal, I am to *respectfully request that the Members of the Board approve this petition for Altus Schools Coastal.*

My student is with Mrs. Montgomery. We came to Altus Schools Coastal because my granddaughter was not comfortable in the large environment at middle school. Altus Schools Coastal has given her the one-on-one care that has helped her confidence and made her want to excel. Miss Montgomery was always there to answer any question or concern we might have had.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal for the reasons I have stated above and especially for the small groups and individual care

Sincerely,

Ann Whitman

Ann Whitman

Ariana Smith

7/14/2026

Dear Board Members,

I am a student that attends the South Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

I came to Altus Schools Coastal because a traditional school just wasn't working for me. I needed more individual attention and a break from the overwhelming number of classes I was taking all at once.

Altus Schools Coastal is important to me because it gives me the education I desire in a small setting where I can focus on one class at a time. It has made me focus on my academics instead of my social life and that is what is most important. My grades have improved and I am on track to graduate on time thanks to the teachers at the South Carlsbad Resource Center.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Ariana Smith

Ariana Smith

Atiana Molifua

June 26, 2026

Dear Board Members,

I am a former student who attended the North Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

I came to this school because I wasn't doing well at my old school and really needed a fresh start. Switching to independent work and being able to set my own pace has completely changed my educational experience. It gave me the space I needed to focus, and I was able to graduate on time earlier this year.

What I love about this school is how the teachers supported me and helped me get completely back on track with the curriculum. It is incredibly helpful for students like me who want to work at a different pace or just need specific help, and it has made me feel so much more prepared for my future goals.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Atiana Molifua

Atiana Molifua

Bethan Willcox

June 26, 2026

Dear Board Members,

I am a student who attends the North Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

I chose this school because I needed a flexible schedule that allowed dedicated time to work. Having access to the school labs has provided the exact hands-on environment and resources necessary to balance education with other responsibilities. This unique setup has completely improved my educational experience by making learning practical, manageable, and tailored to my lifestyle.

I really appreciate how this environment gives me the quiet time and space I need to do my homework in peace. Because this approach to education is flexible, it fosters a unique sense of shared growth and adaptability. It is perfectly preparing me for my future goals by teaching me about responsibility, time management, and real-world problem-solving.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Bethan Willcox

Bethan Willcox

Bin Li

07/07/2026

Dear Board Members,

I am the parent of a student who graduated from the North Carlsbad Center, and I am writing in support of the approval of the petition for Altus Schools Coastal.

My son struggled after transferring to Rancho Bernardo High School. He did not want to attend classes because he did not know anyone there, and he felt he could only focus on one class at a time. Altus Schools Coastal gave him the opportunity to learn at his own pace, and he made remarkable progress. He completed the remainder of his high school education in about one-third of the usual time and graduated at the age of 16.

What I appreciate most about Altus Schools Coastal is that it provides students with different educational needs the opportunity to succeed in a supportive environment. The teachers were caring, patient, and encouraging. One of his teachers suggested that we apply to UC Merced after he graduated. Although my son decided he was not ready to attend college last year, he applied again this year, was accepted, and is now excited to attend UC Merced and make new friends.

We ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Bin Li

Blaze Salas

July 8, 2026

Dear Board Members,

I am a student that attends North Carlsbad Resource Center, and I am writing to *respectfully request that the Members of the Board approve this petition for Altus Schools Coastal.*

My teacher is Mrs. Montgomery. I came to Altus Schools Coastal because it's an environment my parents feel is best for me and my sister. Altus Schools Coastal is flexible, convenient and very supportive.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal because this school gives me support and attention.

Sincerely,

Blaze Salas

Blaze Salas

Candy Ramos

June 25th, 2026

Dear Board Members,

I am a guardian of a student who attends Altus Schools Coastal at the South Carlsbad Resource Center. I am writing to you in support of the approval of the petition for Altus Schools Coastal.

My child started going to this school because she had a difficult time earning better grades and it was hard for her to focus on many classes at a time. At this school, she is able to focus better in school by doing one subject at a time. This school has allowed my child and our family to be flexible with her schooling and give her the support she has been needing.

This school is a great way for children to have a different experience in their learning and in my personal experience with our child, she tends to fidget and have a hard time focusing in the regular classroom. This school is much better for her and will give her a better chance at succeeding.

I highly recommend and ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Candy Ramos

Candy Ramos

Carlos Terres-Limpin

July 7, 2026

Dear Board Members,

I am a student that attends North Carlsbad Resource Center, and I am writing to *respectfully request that the Members of the Board approve this petition for Altus Schools Coastal.*

My teacher is Mrs. Montgomery. I came to Altus Schools Coastal because I was looking for a different experience from traditional school. Being at Altus Schools Coastal gives me the ability to take dual enrollment classes and get ahead. I needed a school that was flexible and helped me with my unique needs, Altus Schools Coastal does that for me. My teacher and the staff are always there to help.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal so that I they can continue serving the community and protecting their mission of helping students.

Sincerely,

Carlos Terres-Limpin

Carlos Terres-Limpin

Casey Diaz

06/24/26

Dear Board Members,

I am a parent of a student who attends the North Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

I chose to enroll my son at Altus Schools Coastal because of the one-on-one attention from teachers to students, the clear pathways towards graduation, and the removal of distractions or bullying. I love the flexibility and open communication with his teacher.

Since enrolling, I've seen such a difference in my child's education. He is getting two letter grades higher than when he was in traditional school. He can communicate with his teacher one-on-one and has confidence in his school ability. He is a much happier person, not having to deal with the stressors of traditional school.

I recommend renewing Altus Schools Coastal's charter because this program gives kids that might be struggling more of that one-on-one learning, reducing the stress of everyday school distractions. The educational model is much easier for kids to understand and if they don't they can talk with their teacher to ACTUALLY figure out a way that works best for them.

I wish I had done this sooner for my child. His teacher Claire Freeman is absolutely the most wonderful and kindest person. We love it!

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Casey Diaz

Casey Diaz

Cassandra Walker

July 7, 2026

Dear Board Members,

As a parent of a student who attends Altus Schools Coastal, I am to *respectfully request that the Members of the Board approve this petition for Altus Schools Coastal.*

My student is with Mrs. Montgomery. Our family came to Altus Schools Coastal because we were looking for an alternative to traditional school for my niece. Altus Schools Coastal has a special education that each teacher brings to every student. This school is important to us because it's a small environment and focused on students; the school really cares about the students. Our favorite experience with Altus Schools Coastal is the connection with the teacher and staff.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal because all kids need a different approach.

Sincerely,

Cassandra Walker

Cassandra Walker

Catherine Andersen

June 25th, 2026

Dear Board Members,

I am a parent of a 10th grade student who attends Altus Schools Coastal at the South Carlsbad Resource Center. I am writing to you in support of the approval of the petition for Altus Schools Coastal.

What brought me to Altus Schools Coastal was that my daughter was struggling with anxiety in the classroom and her grades were declining. We needed an alternative solution to still continue school while adjusting to medication. My daughter was able to get back on track with her grades with the flexibility of working from home or on the Altus Campus. The tutoring and additional support was great as she worked to catch up on the material she missed.

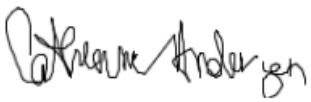
This school is important to us because it built back my daughter's confidence. It's easy to feel isolated, like you're the only one going through something. She met a few other students with similar issues and realized she was not alone and saw that other kids are going through a similar situation.

My daughter connected with Ms. McCrory right away. She takes advantage of going in person two times a week and appreciates the extra guidance or input on her work. She definitely feels supported and tries really hard to stay on top of her work.

After a negative experience with a previous independent study program, I heard about what Altus offers and I kept thinking it was going to be really expensive. The services they offer to your child to get back on track, provide support to get through the tougher subjects, and in a consumable hybrid model is a God-Send!

I am very thankful for the experience and this program and I highly recommend this and ask you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,



Catherine Andersen

Channah Burgoyne

07/07/2026

Dear Board Members,

I am a student that attends Altus Schools Coastal with Paul Backus and am writing in support of renewal.

I chose this school for training for figure skating. It is very flexible and educational.

I like the opportunity outside of school (being able to train). Also because it is very convenient, helpful, and the teacher is very supportive and easy to communicate with

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Channah Burgoyne

Channah Burgoyne

Charlie Collins

July 8, 2026

Dear Board Members,

I am a student that attends North Carlsbad Resource Center, and I am writing to *respectfully request that the Members of the Board approve this petition for Altus Schools Coastal.*

My teacher is Mrs. Montgomery. I came to Altus Schools Coastal because I was looking for a safe environment; I was bullied at my traditional school. Being at Altus Schools Coastal gives me the ability to focus on school and not feel threatened. This school greatly helped me and assisted me in graduating. Without it and Mrs. Montgomery's intervention I would not have completed high school. My favorite experiences have revolved around the teachers, and Mrs. Montgomery especially. Always being understanding, kind, and constantly acknowledging the accomplishments of her students.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal because this school is a wonderful flexible option for those who have struggled in normal school environments. The people and staff here are some of the kindest you will meet, who want nothing more than to ensure you succeed. To my teacher and staff at Altus Schools Coastal, continue doing what you're doing! Thank you so much for helping me, even when I felt like I was past the point of no return.

Sincerely,

Charlie Collins

Charlie Collins

Charlie Sterbins

07/07/2026

Dear Board Members,

I am a student that attends Altus Schools Coastal with Mr. Backus and am writing in support of renewal.

I came to this school because I didn't want to attend in person school anymore. And because I do better online than in person

This school helps me with getting a job and making money. I think it should be renewed because it gives students a better alternative to learning.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal. Sincerely,

Charlie Sterbins

Charlie Sterbins

Christiana Sanchez

7/15/2026

Dear Board Members,

I am a parent of a student who attends the South Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

I was originally recommended to Altus Schools Coastal by another parent and quickly realized how important alternative school programs are for the community. My child is able to do his classwork at a custom learning pace without having to jump between three and four different subjects each day

What I love most about this school is my son's teacher David Delbrueck. He is an amazing teacher who is patient, helpful, and available to my child's learning needs. My child's grades are consistently A's and B's vs D's when in traditional school. I strongly believe schools like Altus Schools Coastal are very much needed in today's learning environment.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Christiana Sanchez

Christiana Sanchez

Christina Baker

July 8, 2026

Dear Board Members,

As a parent of a student who attends Altus Schools Coastal, I am to *respectfully request that the Members of the Board approve this petition for Altus Schools Coastal.*

My student is with Mrs. Montgomery. We came to Altus Schools Coastal because my grandson needed an alternative to his current school situation. Being at Altus Schools Coastal allows Noah to learn in a way and at a pace that he can handle. Mrs. Montgomery's attention and connection with Noah is refreshing – it's what he needed.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal because thank God for this school, where would these kids be without it? Noah's teacher is amazing and he's able to learn in a supportive & functional environment. Altus Schools Coastal is a great school, great teachers, awesome curriculum, supportive & encouraging environment!

Sincerely,

Christina Baker

Christina Baker

Christine Kelso

July 7th, 2026

Dear Board Members,

I am a parent of a student who attends the South Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

We were brought to this school because we were looking for a flexible option for hybrid homeschooling with good education and social/emotional support. We wanted to combine some in person with home as we feel this best suits our daughter's needs. This school has been a game changer for our daughter and our family. There really is nothing else quite like it in our geographic area of coastal North County. Ensuring our daughter gets a good education that has the flexibility to allow for them to pursue passions and work from home when needed is so important to us. They are so warm and welcoming, and Zeph's teacher is fantastic!

Our daughter is good at math, but hates doing it more than anything. With the platform and educational support, they have finally started making progress in math again. Being able to come in person periodically is a huge help as well.

I tell people all of the time how grateful we are to have found Altus. We were really struggling to find the right fit, and this is it! I highly recommend that the Members of the Board approve this petition for Altus Schools Coastal because of all of the reasons stated above!

Sincerely,

Christine Kelso

Claire Brown

July 23, 2026

Dear Board Members,

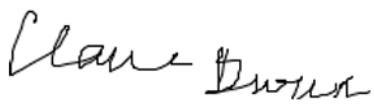
I am currently a student who attends Altus Schools Coastal at the South Carlsbad Resource Center. I am writing to you in support of the approval of the petition for Altus Schools Coastal.

What brought me to Altus Schools Coastal was because I was facing some health challenges that prevented me from attending in-person school. I am able to have the flexibility to continue high school while receiving treatment for my health.

My family and I have been grateful for the kind and caring staff at Altus Schools Coastal and although I have not had the opportunity to use the in person resource center, I know that I will be using it this fall semester. This school is a fantastic alternative for students who either cannot or chose not to attend a traditional in-person high school setting. The course curriculum offered and support my family and I have received over the course of this past year has been and continues to be invaluable.

I am grateful that I found this school and it has allowed me to keep up with my academics during this difficult time and be able to remain on track to graduate on time. I recommend this and ask you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,



Claire Brown

Claudia Tecontero

06/17/2026

Dear Members of the Board,

I am writing to express my support for **Altus Schools Coastal**. My family chose this school because it provides the flexibility and support my child needs to succeed. As a parent, it’s important to know my child is in a learning environment where they are encouraged, respected, and given the opportunity to grow both academically and personally.

Altus Schools Coastal has made a positive difference in our lives because the teachers and staff genuinely care about their students. They take the time to help each child reach their goals and create an environment where students feel supported and motivated to do their best.

One experience that stands out to me is seeing my child become more confident and responsible. The personalized support and encouragement from the school have helped my child stay focused, improve academically, and enjoy learning.

Because of the strong support, opportunities, and positive environment provided, I fully support the continuation of this program. Schools like Altus make a real difference for families by giving students the tools and encouragement they need to succeed.

Sincerely,

Claudia Tecontero

Claudia Zenteno

07/07/2026

Dear Board Members,

I am the parent of a student that attends Altus Schools Coastal with Mr. Backus and am writing in support of renewal.

In person classes were not an option due to anxiety. The school was important for continuing my son’s education and completing high school.

The school is a very important option when students can't attend in person school. My son's relationship with his teacher Mr Backus was great from middle school to graduate high school

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal. Sincerely,

Claudia Zenteno

Claudia Zenteno

Collette Roach

06/23/2026

Dear Board Members,

I am a parent of a student who attends the North Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

I chose to enroll my student because of the individualization, customizeable curriculum, flexibility, and one on one attention.

My favorite part of Altus Schools Coastal is Ms. Freeman! I am incredibly grateful I found altus Schools Coastal. It has been such a positive schooling experience. It is easy to navigate and my child is thriving!

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Collette Roach

Collette Roach

Crystal Strange

07/07/2026

Dear Board Members,

I am a parent of a student that attends Altus Schools Coastal with Paul Backus and am writing in support of renewal.

My son was not thriving in public school and felt like he was getting left behind. This school gives my son the support he needs, he is now thriving and his state testing shows that.

My favorite experience is having more time with my son to explore the world around him, watching him become excited about his education, and taking the initiative to set goals for himself, and for the future. I believe if charter schools were not available many children would be left behind. Not all children learn the same. I've witnessed this with my son. He has become a more well rounded young man. I will be forever grateful for this experience and the education provided for my son.

Having access to this opportunity has been so important to our family, and I believe had I had this option as a child I would have had a much better education.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Crystal Strange

Crystal Strange

Dana Alvarez

06/23/2026

Dear Board Members,

I am a parent of a recent alumni of the North Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

I chose to enroll my daughter with Altus Schools Coastal because of the flexibility and one on one support when needed. supports students in a way larger schools cannot, because of the one on one attention and relationship with one teacher. Communication with all the staff has been excellent.

My favorite experience with Altus Schools Coastal was the graduation ceremony!

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Dana Alvarez

Dana Alvarez

Daniel Gutierrez

06/23/2026

Dear Board Members,

I am an alumni of the North Carlsbad Resource Center and am writing in support of the approval of the petition for the Altus Schools Coastal.

I enrolled at Altus Schools Coastal because of my desire to focus on learning. This school gave me the opportunity to work at my own pace in order to graduate high school. It offers a unique experience when it comes to learning and provides an opportunity for students to work at their own pace.

My favorite experience at Altus Schools Coastal was studying for the veterinary science class.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Daniel Gutierrez

Daniel Gutierrez

Delina Guzman

06/23/2026

Dear Board Members,

I am a parent of two alumni and a current student who attends the North Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

We enrolled because my family was looking for a school that provides a personalized learning experience, flexibility, and strong support for students. Altus Schools Coastal stood out because of its commitment to helping each child succeed academically while also supporting their individual needs and goals. Altus Schools Coastal is important to our family because it provides a positive, supportive, and student-centered environment. The teachers and staff genuinely care about their students and work hard to help them grow both academically and personally.

One of my favorite experiences has been seeing the encouragement and dedication the staff show toward students. The communication, support, and willingness to help families have made a meaningful difference in our children's educational experience. I am grateful for the positive impact Altus Schools Coastal has had on my children and our family. The school has created a welcoming environment where students feel supported, valued, and encouraged to achieve their goals. I hope this important resource continues to be available for future families and students.

I strongly recommend that Altus Schools Coastal remains open because it offers an educational option that meets the needs of many students and families who may not thrive in a traditional school setting. The school provides valuable support, flexibility, and opportunities that help students succeed and reach their full potential.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Delina Guzman

Delina Guzman

Derek Aguirre

07/07/2026

Dear Board Members,

I am a recent graduate that attended Altus Schools Coastal with Mr. Backus and am writing in support of renewal.

In person classes were not an option due my anxiety. This setting allowed me to attend high-school without the anxiety that would come with a in-person school.

My favorite part was the Art History courses. This program could help many people with similar circumstances as I had. And allow them to still have an education. The teachers truly want you to succeed and graduate, and will help you throughout your enrollment.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal. Sincerely,

Derek Aguirre

Derek Aguirre

Dolores Fisher

07/08/2026

Dear Board Members,

I am a parent of a student who attends the North Carlsbad Resource Center and am writing in support of the renewal of the petition for Altus Schools Coastal.

I came to this school because my granddaughter has special needs as a special ed student. Altus has been extremely beneficial in helping her achieve her goals. My granddaughter's instructors meet with her on a weekly basis to discuss progress and future goals.

My granddaughter is able to work at her own pace. Mr Backus and Mr Fulkerson go above and beyond to keep communication with us ongoing. The entire staff including the Vice Principal are completely devoted to having their students succeed.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Dolores Fisher

Dolores Fisher

Elena Mendez

06/23/2026

Dear Board Members,

I am a student that attends the North Carlsbad Resource Center and am writing in support of the approval of the petition for the Altus Schools Coastal.

I enrolled here because my mom heard really good things about this school. Altus Schools Costal is important to me because it gives me the flexibility to learn at my own pace while still getting quality information. This school offers a variety of courses and flexible learning options to help students succeed.

My favorite experience has been the support I receive from my teacher. She always willing to help me when I have questions and encourages me to do my best. I am beyond grateful for Altus Schools Costal and everything it has done for me. This school creates a positive learning environment while also giving students the support they need to be successful.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Elena Mendez

Elena Mendez

Elidad Rosario

7/6/2026

Dear Board Members,

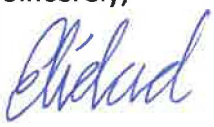
I am a student that attends Altus Schools Coastal South Carlsbad Resource Center and am writing in support of the approval of the petition for the Altus Schools Coastal School.

I came to Altus Schools Coastal two years ago for a calmer place to work, and to improve my education. I'm able to get my work done and meet my goals.

I really like the people and teachers here at my school, they are very helpful with all my questions and needs. I plan to get my diploma here, earn a college degree, and become a doctor.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal School.

Sincerely,



Elidad Rosario

Elijah Miller

June 22nd, 2026

Dear Board Members,

I am a student that attends the South Carlsbad Resource Center and am writing in support of the approval of the petition for the Altus Schools Coastal School.

I came to this school because things were not working out at my old school. This school has changed my education experience because it allows me to work on things when I want to. It feels very flexible. This has also improved my educational experience because I am able to take classes at my scheduled pace and take classes in my own order.

I like that Altus Schools Coastal lets me do classes at my own pace. I enjoy being able to work at home and at school. I come in about four times a week and this helps me stay on track and focused. This school helps me prepare for graduating high school and I just finished all my middle school classes. I am excited to take more interesting electives in high school.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Elijah Miller

July 20, 2026

Dear Members of the Charter Renewal Board,

I came to Altus Schools Coastal because of my work in modeling, a career path that requires a schedule and flexibility that traditional schooling cannot accommodate. What I found at Altus Schools Coastal was a place that not only understood my circumstances but genuinely supported them, giving me the freedom to pursue my passions while still challenging me to grow academically.

The dual enrollment opportunities have been one of the true highlights of my experience here. Being able to earn college credits while still in high school has opened doors for my future that I might not have found anywhere else, and I am incredibly grateful for that.

But beyond the academics, what Altus Schools Coastal has given me is something even more valuable: a safe space to be myself. A place to discover who I am outside of the classroom, to understand my own identity and potential without the pressure of a rigid, one-size-fits-all environment. The support system here is unlike anything I have encountered, and I mean that from the bottom of my heart.

I wholeheartedly urge this board to renew the charter of Altus Schools Coastal. The impact this school has on students, in ways that go far beyond grades and transcripts, is immeasurable, and it deserves to continue.

With deep gratitude,

Elise Bauman

Elise Bauman
Altus Schools Coastal - Student

Elizabeth Lofstrom

6/25/2026

Dear Board Members,

I am a parent of a recent graduate of the North Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

I chose Altus Schools Coastal because I wanted a safer school environment for my student. Education is top priority for my family.

The staff and teachers that worked with my son were amazingly incredible!!! I recommend Altus Schools Coastal because of the level of professionalism and support they bring to the students, as well as a safe place for students to learn.

For us, Altus Schools Coastal was a life saver!

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Elizabeth Lofstrom

Elizabeth Lofstrom

Elizabeth Tracey

July 7, 2026

Dear Board Members,

As a parent of a student who attends Altus Schools Coastal, I am to *respectfully request that the Members of the Board approve this petition for Altus Schools Coastal.*

My student is with Mrs. Montgomery. We came to Altus Schools Coastal because my son is autistic and we needed a setting that would be best for him. Being at Altus Schools Coastal has given us a school where my son can work from home and focus. Mrs. Montgomery and the team are very helpful; she is extremely supportive of my son. We are given flexibility to work around my son's special needs.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal because it's a great place for students like my son and it's a great school!

Sincerely,

Elizabeth Tracey

Elizabeth Tracey

Emilie Ingram

6/30/2026

Dear Board Members,

I am a parent of a recent graduate of the North Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

We enrolled my daughter upon the recommendation of our previous schools' principal. Altus Schools Coastal gave Kendall a learning environment that she was comfortable in. This program gives a unique opportunity to students that don't fit into the traditional school model.

I appreciate the hands on support that Mrs Freeman gave to Kendall. She was able to help push to get the work done without Kendall feeling overwhelmed or pressured.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Emilie Ingram

Emilie Ingram

Erika Fuentes

July 7, 2026

Dear Board Members,

As a parent of a student who attends Altus Schools Coastal, I am to *respectfully request that the Members of the Board approve this petition for Altus Schools Coastal.*

My student is with Mrs. Montgomery. We came to Altus Schools Coastal because my daughter was being bullied in traditional school. Being at Altus Schools Coastal has given us a school where my daughter has access to a safe environment. Mrs. Montgomery and the team work with my daughter in many ways that we are not able to with traditional school. We are given flexibility to work around my daughter's mental health and special needs.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal because it's a great solution for many kids that have disabilities and need a safe environment with flexible teachers and staff.

Sincerely,

Erika Fuentes

Erika Fuentes

Fernando Castro

07/08/2026

Dear Board Members,

I am a student that attends the North Carlsbad Resource Center and am writing in support of the renewal of the petition for Altus Schools Coastal.

I came to Altus Schools because it was an easier way to do work instead of having to go to 6 different classes everyday and took stress off of my shoulders. This school is important to me because it can help me in the future while letting me do my work in my own time. My favorite part about going to this school is that I have the freedom to be able to do my work easier instead of having to go to six different classes.

I think that the school's charter should be renewed because it is a good experience for kids that never did well in schools where they interact with real people.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Fernando Castro

Fernando Castro

Finnik McConnell

6/26/2026

Dear Board Members,

I am a student that attends North Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal

I enrolled at Altus Schools Coastal because of health issues that didn't allow me to attend traditional school. The program has allowed me to continue to work towards graduation with the extra support that I need to succeed.

My favorite part of the program is my relationship with the teachers, who have been supportive and encouraging of my goals and plans. Altus Schools Coastal should be renewed so that other kids can benefit from their program.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Finnik McConnell

Finnik McConnell

Heath Whitney

07/08/2026

Dear Board Members,

I am a student that attends the North Carlsbad Resource Center and am writing in support of the renewal of the petition for Altus Schools Coastal.

I came to this school after moving states. I like it because you can do it anywhere. My favorite thing is that we can go in to the school whenever you need help.

The school has worked really well for me and I used to have a hard time learning in public school but now it's much easier to learn at my own pace.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Heath Whitney

Heath Whitney

Heidy Perez

June 26, 2026

Dear Board Members,

I am a student who attends the North Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

I made the decision to come to Altus because the traditional school system just wasn't matching what I required, and this program proved to be a much better fit for my needs. The ability to learn completely at my own pace has completely transformed my daily routine and eliminated unnecessary stress. This flexible structure has vastly improved my educational experience by allowing me to truly absorb the material on my own terms.

I truly appreciate that this school is a community where absolutely everyone is respected and included. The environment provides the exact support students need to reach their individual goals and thrive academically. Ultimately, it helps me succeed in school every day while building the independent habits necessary to prepare for my future.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Heidy Perez

Heidy Perez

Isabella Castro-Clarke

June 26, 2026

Dear Board Members,

I am an alumni of the North Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

I chose to attend Altus Coastal because I wanted to get ahead in my studies and focus on Dual Enrollment opportunities. Due to the one class a month pace, I was able to complete multiple community college credits while working on other coursework at Altus.

Altus Coastal has excellent teachers that have helped me grow in my confidence and given me guidance. My teacher helped me explore different options for majors when I was preparing to apply for college and talking it through with her gave me more perspective on what I wanted to do. I could feel that she cared about helping me prepare for my future. In addition, the environment felt safe when I would go in to work at the Resource Center.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Isabella Castro-Clarke

Isabella Castro-Clarke

Isabella Gomes

July 8, 2026

Dear Board Members,

I am a student that attends North Carlsbad Resource Center, and I am writing to *respectfully request that the Members of the Board approve this petition for Altus Schools Coastal.*

My teacher is Mrs. Montgomery. I came to Altus Schools Coastal because my sister came here first and my parents loved the school and wanted me here too. Altus Schools Coastal has given me a teacher, Mrs. Montgomery, who understands me and supports me. At Altus Schools Coastal I am able to earn my credits and reach my goal of graduation with my peers.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal because this school gives me the help I need with the teacher that is perfect for me.

Sincerely,

Isabella Gomes

Isabella Gomes

Isaiah Beaz

June 7, 2026

Dear Board Members,

I am a student that attends the North Carlsbad Resource Center, and I am writing in support of the approval of the petition for the Altus Schools Coastal.

I came to Altus Schools Coastal because traditional school wasn't the right fit for me. I needed a place that would give me the flexibility to learn while working toward my future goals. When I was in traditional school, I had a hard time dealing with the other students and dealing with how teachers treated me. At Altus Schools Coastal Mrs. Montgomery allows me flexibility to learn the way that fits me best. My school provides students with opportunities to learn in a way that works best for them.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Isaiah Beaz

Isaiah Beaz

Jack Martland

Dear Board Members,

I am a student who attends the South Carlsbad Resource Center, and I am writing in support of the approval of the petition for Altus Schools Coastal.

I came to this school to improve my overall learning experience due to mental health issues. It has changed my learning experience by allowing me to focus on my own needs through a flexible schedule. I also have more learning opportunities than I did in public school because I am still able to continue my education even when I would otherwise miss school.

I like the amount of flexibility this school offers and the overall support provided here. It still provides me with the same amount of learning as a public school, while allowing me to be more independent. This independence helps me focus on my own path toward my future goals.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Jack Martland

Jacob Montgomery

6/22/2026

Dear Board Members,

I am a student at Altus Schools Coastal. I have been enrolled for about 4 months. I currently am attending the South Carlsbad resource center. I am writing on behalf of my charter school's petition to be renewed.

I had joined Altus Schools because I had been failing at my strict classes in my previous school. The reason that I wanted to enroll was because of the unique learning style and flexible program that this school offers. I think that this school has been a great stepping stone for me in my life, as I'm able to work at my own time and at my own control, and learn how I want to learn. All the while, I can get the same credits and grades that a traditional school can provide. I'm even enabled to learn beyond the end of the school year and gain credits that I would have to retake in summer school very flexibly.

Being so unique, its obvious that the teachers here would help their students in such a unique way too. To start off, almost no one would believe that I'm actually able to text them and ask anything through phone numbers! Another fact is that they are so charismatic and caring, as they know every student by heart and can customize their helpfulness according to their need. In my opinion, it helps me a lot because I can be greatly motivated to keep going because the teachers that are running next to me are actually *passionate* for the person that they're helping out.

I sincerely ask that you, Members of the Board, to approve this petition once again to renew the life of what Altus Schools Coastal has done for me and almost definitely a lot of other people.

Sincerely,

Jacob Montgomery

Jacob Montgomery

Janae Torres

06/23/2026

Dear Board Members,

I am a parent of two graduates of the North Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

We enrolled our oldest daughter first and we loved it! It's very well organized, my daughters loved her teacher, and was able to do courses at her own pace. She was so much happier and successful in this setting. My younger daughter chose to enroll to complete courses at an accelerated pace. Both of my daughters graduated early due to the flexibility of the program.

My favorite experience with Altus Schools Coastal was the support and consistent communication with my daughters teacher. We always knew where our daughter was at academically and what the next steps were.

It is an amazing option for children that don't do well in the traditional public-school setting. We are so very grateful both of our daughters had this option for school. They were so much happier and less stressed here. I know there are so many children who need school settings like Altus Schools Coastal, and I hope it can be an option for our future generations.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Janae Torres

Janae Torres

Janet Fuentes

06/23/2026

Dear Board Members,

I am a parent of two students who attend the North Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

I chose to enroll my daughter and son for high school. We chose Altus Schools Coastal because of the flexibility the school provides to their students. The school is important for me because it has become such a massive learning tool for my children. They love the program and thrive in this learning environment. They know they have people to help them when they hit a wall in their school work. In addition, some children work better in this setting. Everyone is different and this school helps include students and attend to their needs and wants.

I love the communication and one-on-one experience my children receive from their teacher, Mrs. Claire Freeman and the academic counselor when it's time to meet up again throughout the school year. Mrs. Claire is such a great teacher, always there to help my children get through any issues and get their work done. She's very kind and genuine. My children adore her and her teaching methods. She is a great teacher!

I am grateful for the positive impact Altus Schools Coastal has had on my children and our family. The school has created a welcoming environment where students feel supported, valued, and encouraged to achieve their goals. I hope this important resource continues to be available for future families and students.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Janet Fuentes

Janet Fuentes

Jared Robles Cortes

7/7/2026

Dear Board Members,

I am a student that attends Altus Schools Coastal South Carlsbad Resource Center and am writing in support of the approval of the petition for the Altus Schools Coastal School.

I came to Altus Schools Coastal three years ago because I was getting into trouble and wanted a calmer environment. Here I can work independently and get my work done.

I feel supported by the teachers and peers. I plan on getting my high school diploma from Altus School Coastal.

I ask that you, Members of the Board, approve the petition for Altus Schools Coastal School.

Sincerely,

Jared Robles Cortes

Jasmine Baker

July 8, 2026

Dear Board Members,

As a parent of a student who attends Altus Schools Coastal, I am to *respectfully request that the Members of the Board approve this petition for Altus Schools Coastal.*

My student is with Mrs. Montgomery. We came to Altus Schools Coastal because my son needed an alternative to his current school situation. Altus Schools Coastal Provides my son with a schedule and curriculum that works for his learning style. Mrs. Montgomery's communication is outstanding**.**

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal because of the student success rate and the improvement I see in my son.

Sincerely,

Jasmine Baker

Jasmine Baker

July 20, 2026

Dear Members of the Charter Renewal Board,

I am writing to you as both a parent and as an Education Specialist with nearly 30 years of experience in California public schools, having served in Paramount Unified, San Francisco Unified, Novato Unified, Santa Rosa City Schools, San Marcos Unified, and currently San Dieguito Union High School District.

My son struggles with anxiety, a challenge that makes the demands of traditional in-person high school instruction particularly difficult. Finding Altus Schools Coastal was a turning point for our family. What distinguished Altus Schools Coastal from the very beginning was their approach: genuine flexibility, consistent support, and encouragement in place of pressure. For a student like my son, that difference is not small; it is everything.

As an educator, I also want to highlight something I believe is often overlooked: Altus Schools Coastal uses the same online platform, Edgenuity, as our local school district. This means students here complete coursework equivalent to what their peers are doing in traditional high schools, and their credits transfer seamlessly. This is not merely a convenience; it is a critical bridge that keeps students' futures open, no matter what path their journey takes.

Throughout my career, I have seen firsthand how high-stakes daily attendance requirements create a cycle of stress and disengagement for vulnerable students. Altus Schools Coastal breaks that cycle. The school focuses on progress and achievement rather than absence reports, creating an environment where students can breathe, rebuild confidence, and truly succeed.

I have also witnessed students withdraw from their districts entirely, just to find the kind of flexible, supportive environment that Altus Schools Coastal already provides. That this option exists in our community is a tremendous gift, and renewing this charter is how we protect it.

I say without any hesitation: renewing Altus Schools Coastal's charter is imperative. Our most vulnerable students, including those facing anxiety, mental health challenges, and other obstacles, depend on options like this. There is no substitute.

Respectfully submitted,

Jeff Green

Jeff Green
Education Specialist, SDUHSD
Altus Schools Coastal - Parent

Jennifer Montgomery

July 8, 2026

Subject: Strong Support for the Approval of the Altus Schools Coastal Charter

Dear Board Members,

I am writing to respectfully urge you to approve the Altus Schools Coastal charter and to encourage fellow board members to petition for its approval. As an educator who has dedicated more than twenty years to this school, I have seen firsthand the profound difference this unique approach to public education makes in the lives of students who need it most.

Throughout my career at Altus Schools Coastal, I have worked with countless students who struggled to find success in traditional educational settings. Here, they are met with flexibility, individualized support, and genuine care. Time and again, I have witnessed students regain confidence, overcome obstacles, earn their diplomas, and pursue futures they once thought were beyond their reach.

My belief in this school extends beyond my role as an educator—I have entrusted my own children to Altus Schools Coastal because I have complete confidence in the school's mission and its ability to serve students effectively.

My daughter graduated this past school year and will be attending Loyola Marymount University this fall. Her success is a testament to the opportunities, encouragement, and academic preparation she received through Altus.

My son is on the Autism Spectrum Disorder (ASD) spectrum and needed an educational environment that could support his unique needs. The support and dedication of his teachers, Ms. McCrory and Mr. Fulkerson, along with the entire resource center staff, provided him with exactly what he needed: a safe and nurturing environment where he could rebuild his confidence and recognize his abilities. They gave him the opportunity to experience success without the social pressures and challenges that had previously diminished his self-esteem. Because of their care and commitment, he has found renewed confidence in his skills and in himself.

These experiences are not unique to my family. Every day, I see students whose lives are positively transformed because Altus Schools Coastal offers an educational model that meets them where they are and helps them achieve their goals. For many students, this school is not simply an alternative, it is their pathway to success.

I respectfully ask that board members petition for and support the approval of this charter. The continued operation of Altus Schools Coastal will ensure that students and families throughout our community continue to have access to a public school program that changes lives, supports individual needs, and creates opportunities for future success.

Thank you for your consideration and for your commitment to the students and families we serve.

Sincerely,

Jennifer Montgomery
Teacher, Altus Schools Coastal

Jesse Lemus

July 7, 2026

Dear Board Members,

As a parent of a student who attends Altus Schools Coastal, I am to *respectfully request that the Members of the Board approve this petition for Altus Schools Coastal.*

My student is with Mrs. Montgomery. We came to Altus Schools Coastal because we needed more support for my son, Angel. Being at Altus Schools Coastal has given us a school which meets all his needs; he feels safe and able to focus. He likes the location of the school and the flexibility it gives our family.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal because my son feels comfortable and gets the supports he needs.

Sincerely,

Jesse Lemus

Jesse Lemus

Jessica Sierra

June 26, 2026

Dear Board Members,

I am a parent of a student who attends the North Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

Our main goal in transferring our children to this program was to find more peace and less frustration in their education. The transition has greatly improved their academic journey, thanks to the immense patience the teachers have while helping students work at their own pace.

We highly value this school because the faculty takes the time to work one-on-one with each student. Knowing that my kids feel comfortable in their learning environment gives me complete confidence that they are being properly prepared for their future plans. I have had one child graduate from Altus Coastal, and my second child is entering his junior year. Both received high levels of support from staff that has helped them be successful in school.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Jessica Sierra

Jessica Sierra

Jocelyn Wyndham

July 14, 2026

Dear Board Members,

I am a parent of a student who attended the South Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

My daughter was experiencing a significant health crisis during eighth grade, and I urgently needed to find an alternative to traditional, in-person school that could meet her needs. After struggling to get timely support from our local school district, I reached out to Altus Schools. Within minutes of sending an email inquiry, someone called me, answered my questions, and personally walked me through the enrollment process. Within days, my daughter was enrolled and able to continue her education in an environment that offered the flexibility and support she needed during an incredibly difficult time.

The level of responsiveness and personalization we experienced was remarkable. Her assigned teacher was consistently accessible, compassionate and helpful, and my daughter received individualized support that allowed her to stay engaged academically while prioritizing her health.

When my daughter began struggling again during her freshman year of high school and needed to seek daytime treatment for a medical condition, Altus was my first call. Once again, the staff helped us quickly transition her from a traditional high school into an online program that could accommodate her needs. The curriculum was challenging, the staff was supportive, and the flexibility of the program allowed her to continue making academic progress during a time when a traditional school setting simply was not possible.

Altus Schools was truly a godsend for our family. It provided my daughter with a rigorous, personalized education and the flexibility to continue moving toward her academic and future goals despite significant challenges. Most importantly, Altus gave her a path forward when we urgently needed one and ensured that difficult circumstances did not have to derail her education.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal so that other students and families can continue to have access to the same responsive, flexible and deeply personalized educational experience that made such a meaningful difference for our family.

Sincerely,

Jocelyn Wyndham

Jocelyn Wyndham, MBA

Jonathan Dougherty

June 26, 2026

Dear Board Members,

I am a former student who attended the North Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

I transferred to Altus because I was having trouble at my previous school and really needed a fresh start. Since transferring, my experience with school has changed for the better. My favorite experience at Altus Schools has been using Virtual Reality to do our math lessons, which made learning fun and engaging.

School is so important to me because of the life lessons and knowledge you gain that help you along your career path. I would highly recommend this school to anyone because Altus Schools has truly helped me become a better student, get better grades, and feel fully prepared for my future goals.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Jonathan Dougherty

Jonathan Dougherty

Jonathan Pino

7/6/2026

Dear Board Members,

I am a student that attends Altus Schools Coastal South Carlsbad Resource Center and am writing in support of the approval of the petition for the Altus Schools Coastal School.

I came to Altus Schools Coastal because I was falling behind and getting in trouble. At school now I don't have the peer pressure that I had at my other school, and I don't get in trouble.

I plan on catching up with my classes and earning a diploma from Altus School Coastal. I like the teachers and support, and I have the independence to work when I'm able to.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal School.

Sincerely,

Jonathan Pino

Katie Pontis

June 26, 2026

Dear Board Members,

I am a parent of a student who attends the North Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

There is no other school that accommodates the needs of my child. My child needs to take one class at a time with accommodations and meet with an SAI Teacher and counselor. Altus Coastal is flexible regarding my child's needs. I do not think my child could succeed anywhere else. The school is allowing for my child to do dual enrollment and enroll in a school that offers American Sign Language due to their interest in the language. We greatly appreciate this opportunity.

Altus Coastal is important to us because there is no other high school that offers one class at a time with accommodations. Also, the school has a wonderful staff. The school counselor, Mr. Saldana, has been great and Miss Smith has been very accommodating to my child's needs. My child is unable to succeed anywhere else. Your school has been a confidence builder and has brought my child back to be able to succeed in school. The flexibility and honest concern for my student's special needs has enabled successes beyond any experienced at other facilities.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Katie Pontis

Katie Pontis

Kaydn Persidok

July 14, 2026

Dear Board Members,

I am a student who attends the South Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

I originally came to Altus Schools Coastal because I am a traveling athlete, and I wanted a program that would allow me to balance my training schedule while still doing well in middle school and high school. This fall, I am starting my senior year, and I have been so happy here! My entire experience at Altus Schools Coastal felt more individualized and tailored to what I needed. I get amazing one-on-one mentoring and tutoring from my teacher, Mr. Delbrueck whenever I request it. I really value his help and his availability. Mr. D always encourages me to stay on top of my schoolwork, no matter how busy my athletic schedule gets. I am thankful for him and the unique format of the school.

Having the flexibility to travel for my sport while receiving such great academic support has made all the difference for me! I feel completely prepared to graduate next spring and take on my next steps because of the skills I've learned at this school and because of this I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Kaydn Persidok

Kaydn Persidok

Kaylee Garrett

June 26, 2026

Dear Board Members,

I am a student who attends the North Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

In middle school, I really started to struggle with the traditional school environment. When I came here, I noticed myself learning so much better and getting a true sense of understanding with my assignments. I really enjoy the VR lessons because they are extremely helpful since I'm a visual and hands-on learner, and it has been so nice to finally have fun while doing math.

What I love about this school is the resource center where I can come do my work, and how every single teacher is extremely helpful. Other schools haven't been as supportive, but the work here is always tailored to fit the way you learn. Traditional schools expect an elephant, a monkey, and a goldfish to all climb a tree the exact same way, but this school actually gives kids the proper tools they need and helps all different kinds of people "climb the tree" metaphorically.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Kaylee Garrett

Kaylee Garrett

Kendall Ingram

6/30/2026

Dear Board Members,

I am an alumni of the North Carlsbad Resource Center and graduated from Altus Schools Coastal in 2026. I am writing in support of the approval of the petition for Altus Schools Coastal.

I originally came to Altus Schools Coastal because the traditional school model and setting was overwhelming to me, so my Principal recommended it. Being able to focus on 1-2 courses at a time helped me get all of my credits done, and the flexible schedule made it possible for me to work at the same time.

My favorite experience at Altus Schools Coastal was my teachers! They were nice to talk to and very supportive. This school helps a lot for kids who really just need a positive school experience with a smaller learning environment and fewer distractions.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Kendall Ingram

Kendall Ingram

Kimberly Thorne

June 25th, 2026

Dear Board Members,

I am a parent of a student who attends Altus Schools Coastal at the South Carlsbad Resource Center. I am writing to you in support of the approval of the petition for Altus Schools Coastal.

What brought me to Altus Schools Coastal was the alternative option for mental health. My son has been struggling, and the teachers and staff at the school have been so supportive and helpful to getting my son back on track and the support he has been needing.

This school has been important to us because it has allowed my son to stay eligible for sports and continuing education beyond high school. My favorite thing about Altus Schools Coastal is that they provide a flexible and adaptable learning environment according to how my son is feeling daily. I felt so relieved when the public setting wasn't a fit for our sophomore. He was sinking emotionally and this option allowed him to recover mentally. It has been a gift.

Thirty years ago, kids would quit and were drop outs. Today, their school offers the right balance for them to believe in themselves while supporting families. I'm forever grateful.

I greatly recommend this and ask you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Kimberly Thorne

Kristine Persidok

July 14, 2026

Subject: Support for the Altus Schools Coastal Petition

Dear Board Members,

I am a parent of a student who attends the South Carlsbad Resource Center along with a graduate of the program. I am writing in support of the approval of the petition for Altus Schools Coastal.

I chose to enroll our children at Altus Schools Coastal because they were traveling athletes that couldn't attend a traditional classroom setting because of their schedules. I wanted the personalized, focused approach to their education, so I chose the South Carlsbad Altus School. Since their enrollment to the present day, Mr. Delbrueck at the South Carlsbad Resource Center has guided both of my children's academic success at their individualized pace. This has allowed them to master the curriculum with which they have had a positive experience.

What we appreciate *most* about this school is the dedicated, caring staff who truly understand my children's unique strengths and learning style. The flexible environment and one-on-one support have taught my children invaluable independent study and time-management skills. I am confident that the education they are receiving here is thoroughly preparing them to meet their future college and career goals.

I strongly urge you to approve the petition for Altus Schools Coastal so they can continue to provide this educational opportunity for families in our community.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Kristine Persidok

Kristine Persidok

July 20, 2026

Dear Members of the Charter Renewal Board,

When I decided I needed something new in my education, I wasn't sure what I was looking for. What I found at Altus Schools Coastal was beyond what I could have imagined.

Altus Schools Coastal gave me the chance to pursue my education online while still feeling genuinely connected to my teachers. That connection matters more than I can put into words. Online learning can so easily feel isolating, but at Altus Schools Coastal, it never has. Ms. Pippin is the reason my family chose this school, and she continues to be the reason I am grateful we did. She is an incredible teacher who truly cares about each one of her students.

I believe with all my heart that Altus Schools Coastal's charter should be renewed. Every student deserves the opportunity to learn in the way that works best for them, and that is exactly what Altus Schools Coastal offers. Not every student thrives in a traditional classroom, and for those of us who don't, schools like this are everything.

Thank you for taking the time to consider what this school means to the students who have been lucky enough to attend.

Sincerely,

Kylie Collins
Altus Schools Coastal - Student

Laura Reyes

July 7, 2026

Dear Board Members,

As a parent of a student who attends Altus Schools Coastal, I am to *respectfully request that the Members of the Board approve this petition for Altus Schools Coastal.*

My student is with Mrs. Montgomery. Our family came to Altus after my daughter experienced some very difficult circumstances at a traditional school. She was bullied, and she also witnessed one of her closest friends collapse and tragically passed away during PE. That experience had a profound impact on her emotional well-being. She became depressed, struggled with anxiety, and no longer felt safe, and comfortable returning to a traditional classroom setting. We were looking for a school that could provide more supportive, flexible, and understanding environment, where she could heal while continuing her education. Altus Schools Coastal gave her that opportunity. The staff treated her with compassion, encouraged her every step of the way, and helped her gain her confidence and love of learning. Choosing Altus Schools Coastal was one of the best decisions we made for our daughter, and we are incredibly grateful for the positive impact it has had on her life.

I recommend that our schools charter be renewed because it has made an incredible, positive impact on my daughter's life. Altus gave her safety, individual support, and a sense of belonging. The teachers, staff, and curriculum have empowered her, and I know, so. Many other families feel the same. Renewing this charter means more students like my daughter can thrive.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal because as a parent, I wholeheartedly support our school because I have seen first-hand the difference they can make in a child's life. My daughter has flourished at Altus Schools Coastal, both academically, and personally, in ways I never imagined. The support, encouragement, and individualized approach have given her confidence in opportunities to succeed. Our experience at Altus Schools Coastal has truly been one of the best education experiences. Renewing the charter for Altus Schools Coastal means giving more families the opportunity to experience that same level of care, innovation, and success. Please continue to invest in the school, so that they can keep changing lives.

Sincerely,

Laura Reyes

Laura Reyes

Layla Ortiz

06/23/2026

Dear Board Members,

I am a parent of a student who attends the North Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

It was recommended by another parent whose daughter attends an Altus school. This type of school is important because we feel that the teacher cares and is looking out for us. My daughter is not feeling forgotten like in regular school.

I am grateful for the communication between parent and teacher. The teachers are so nice, professional and very supportive. I recommend this school remains open because not all students thrive in regular school and they need this option. Where teachers really care about the students and are there to help them.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Layla Ortiz

Layla Ortiz

Lilia Flores

07/07/2026

Dear Board Members,

I am the parent of a student that attends Altus Schools Coastal with Mr. Backus and am writing in support of renewal.

I chose this school for the availability of online classes. In person classes were not an option due to anxiety. Altus Schools Coastal is important to me because it provides my daughter 100 % great education and the availability to have her focus on college classes when possible
The school is a very important option when students can't attend in person school.

I love how parents are encouraged to always be involved and how students have labs and field trips available. I have personally recommended Altus Schools to coworkers as they have struggled in finding a great and safe school for their teens. I love the fact that Altus Schools have different educational programs to support the needs of individual families

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Lilia Flores

Lilia Flores

Daniel and Lisa Giles
Parents of Jackson (8th) and Justin (6th) Giles

To Whom It May Concern,

I am writing to share our family's experience with the charter school and to express how strongly I hope it will continue to receive the support and flexibility it needs to serve students effectively.

My husband and I first learned about the school last year while exploring alternative educational options for our children. The traditional middle-school environment had become overwhelming for him. Although he had a 504 Plan, the demands of moving between classrooms, managing multiple teachers and assignments, and continually shifting his attention made it difficult for him to keep up. He often felt lost and confused, and the cumulative overwhelm would eventually cause him to shut down.

I am a psychotherapist, and both my children and I have ADHD. One of the greatest challenges for many students with ADHD is cognitive flexibility: the ability to transition between different tasks, expectations, teachers, subjects, and environments. The charter school's structure of taking one class at a time and working primarily with one teacher greatly reduced those demands. It gave our son simplicity, consistency, flexibility, and a manageable way to remain engaged academically without having to hold so many competing expectations in his mind at once.

The flexible schedule was also important because both of our children work as models in Los Angeles and occasionally need to accommodate auditions and bookings. Mr. Delbrueck was wonderful throughout the entire process. He consistently worked with our family, understood our son's needs, and helped make his education feel possible rather than overwhelming.

Honestly, I believe this school may have saved our son during his eighth-grade year. It gave him a needed break from many of the social pressures he had been experiencing while still allowing him to make academic progress. He was able to spend meaningful time fishing with me, regulate his nervous system, rebuild his confidence, and experience a year with far less stress. Academically, having one teacher and one class at a time made it much easier for him to understand what was expected and complete his work without becoming overwhelmed by constant transitions.

I cannot say enough positive things about this school or the impact it has had on our family. I wholeheartedly recommend supporting any policies, funding, or regulations necessary to ensure that this educational option remains available. Schools like this provide an essential alternative for students who are capable and motivated but do not thrive within a traditional educational structure.

Thank you for your time and consideration.

Sincerely,

Lisa Giles, LMFT

Lisa Sterbins

07/07/2026

Dear Board Members,

I am the parent of a student that attends Altus Schools Coastal with Mr. Backus and am writing in support of renewal.

My child needed to catch up on credits with minimal distractions. Altus has provided my child an opportunity to makeup credits/coursework in a safe learning environment.

The personalized learning approach is what sets Altus apart. The school should be renewed to provide my child and future students the personalized learning to help them succeed. Our teacher, Mr. Backus had been supportive, flexible and encouraging.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Lisa Sterbins

Lisa Sterbins

Luke Ayoub

June 25th, 2026

Dear Board Members,

I am currently a student who attends Altus Schools Coastal at the South Carlsbad Resource Center. I am writing to you in support of the approval of the petition for Altus Schools Coastal.

What brought me to Altus Schools Coastal was because I was wanting a more inclusive environment and learning experience tailored to me.

This school has been important to me because it has enabled me with great motivation to complete courses and follow a disciplined schedule.

My favorite thing about Altus Schools Coastal is the ability to choose to go in person when I need or to work from home.

I recommend that this school stays open because it is very welcoming and can be a great fit for a lot of students who are looking for a personal learning experience.

I recommend this and ask you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Luke Ayoub

Malakai Flores

7/7/2026

Dear Board Members,

I am a student at the South Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

I came to this school because I wasn't getting enough help from my teacher. There used to be 25 kids in my classroom, so it was hard to ask for help on a question until I came to Altus Schools Coastal. My grades got better and I liked how I was able to watch short videos in Edgenuity instead of a teacher trying to teach 20 + students at once. In 5th grade, it was hard to keep up with the teacher, and now I can ask questions anytime I want.

This school has helped me learn that I can take certain classes and boost my credits for high school. Also, sometimes we have tutoring sessions in the classroom and that has also helped me out a lot. Before I came to this school, I was so bad at math and hated it and now it's a subject that I can enjoy. These two and a half years I've been at this school are the best my grades have ever been, and now I am prepared for 9th grade.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Malakai Flores

Malakai Flores

Mariam Winnick

July 7, 2026

Dear Board Members,

As a parent of a student who attends Altus Schools Coastal, I am to *respectfully request that the Members of the Board approve this petition for Altus Schools Coastal.*

My student is with Mrs. Montgomery. We came to Altus Schools Coastal because we needed more support for my nephew, Mustafa due to his Epilepsy. The amount of support Mustafa has received is incomparable. Ms. Montgomery is the best of Mustafa's schooling at Altus. Altus Schools Coastal has given us a school which meets all his needs.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal because so many other students get the help and support they need and deserve

Sincerely,

Mariam Winnick

Mariam Winnick

Mario Mata

07/07/2026

Dear Board Members,

I am a student that attends Altus Schools Coastal with Mr.Backus and am writing in support of renewal.

I came to this school because of being able to do my work at home and at the pace I am able to go. Also because it is able to give me more time to spend at home with my family

I'm able to study with my uncle on the things I want to pursue in the future. Because if I'm able to be doing more productive things while I'm enrolled at this school, imagine what other kids are able to do as well.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal. Sincerely,

Mario Mata

Mario Mata

Mason Overall

7/7/2026

Dear Board Members,

I am a student who attends the South Carlsbad Resource Center, and I am writing in support of the approval of the petition for Altus Schools Coastal.

I was looking for a new school because I was missing a lot of school at my old high school due to my mental health and anxiety. This school has helped me a lot because I can work from home and at my own time. My favorite experience at Altus Schools Coastal has been the flexibility to spend more time with my family while still getting my school work done.

I have been able to take multiple classes at a time and get caught back up on the school that I missed. This school was a good option for me and what I needed at the time.

I recommend that this school stays open because it makes the kids that have a hard time going to school have a place where they can still have an education.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Mason Overall

Maxwell McCarthy

Date 7/24/2026

Dear Board Members,

I am a student that attends South Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

I came to Altus Schools Coastal so I can have great teaching and pursue my dream to become an olympic snowboarder. I have been going to this school for two years and all the teachers and staff have helped me come closer to that dream. Altus Schools Coastal has helped guide me towards a great education and pursuing my snowboard career. One of the things that I like is the support that I get in an instant. It doesn't matter that I am halfway across the world or just at my house they are helping me get to that dream constantly. The teaching and the work has helped me learn how to overcome certain tasks. So overall they have supported me and my dream. Thank you Altus Schools Coastal.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Maxwell reef McCarthy

Maxwell reef McCarthy

Melinda Casteel

June 26, 2026

Dear Board Members,

I am a parent of a student who attends the North Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

We decided to transition to this school because of growing frustrations with the traditional public school system. This change has allowed me to spend much more quality time with my daughter while actively supporting her learning journey. Since enrolling, her educational experience has completely transformed, turning school into a deeply positive and engaging environment for her.

What I appreciate most about this school is the genuine sense of safety and supportive community it provides every day. Knowing she is in a secure environment gives us the peace of mind she needs to fully focus on her studies. It has been instrumental in preparing her for her future goals by building both her academic strengths and her personal confidence. I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Melinda Casteel

Melinda Casteel

Melissa Clark

7/14/2026

Dear Board Members,

I am a parent of a student who attends the South Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

My student came to Altus Schools Coastal because of the flexibility and small class size. The teachers and the academic support my son receives is what keeps us coming back year after year.

My son's teachers are very involved with his schoolwork and his whole approach to his education has changed for the better. My son was bullied in his previous school and his self-esteem suffered. This school has completely changed him in the best way possible.

I highly recommend that you approve Altus Schools Coastal because it is an important program for kids with different learning styles and atypical lifestyle schedules.

Sincerely,

Melissa Clark

Melissa Clark

Melony Wiggins

06/23/2026

Dear Board Members,

I am a parent of a current student and multiple alumni of the North Carlsbad Resource Center. I am writing in support of the approval of the petition for Altus Schools Coastal.

What brought me to Altus Schools Coastal was my positive experience with its sister school, Audeo, in the San Diego area. After moving to Oceanside, I was looking for a school that offered flexibility, a safe learning environment, and a smaller student-to-teacher ratio for my children. Altus Schools provided all of those qualities, making it an excellent fit for our family's needs. This school is important because it provided an alternative to the traditional school setting, which does not always meet the unique learning needs of every child. Its flexible and personalized approach allowed my children to learn in an environment better suited to their individual strengths and educational needs.

One of my favorite experiences with this school is that I always felt my children were safe and in good hands while attending the Altus Resource Centers. Two of my children graduated from Altus Schools Coastal, and went on to pursue higher education and military service. Three of my children attended Altus before successfully transitioning to schools of their choice, and one of my children is currently enrolled and wishes to continue their education at Altus. These experiences have shown me the positive impact the school has had on my family and our educational journey.

I strongly recommend that the school remain open because it provides a valuable educational alternative for students whose needs may not be fully met in a traditional school setting. Closing the school would take away an important option for families seeking a more flexible and personalized learning environment for their children.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Melony Wiggins

Melony Wiggins

July 20, 2026

Dear Members of the Charter Renewal Board,

I am writing to you today as a parent who has witnessed firsthand the profound difference Altus Schools Coastal has made in my daughter's life. Our family turned to Altus Schools Coastal because of her unique learning style, one that simply did not fit the mold of a traditional school setting. What we found here was something truly special.

The flexible environment at Altus Schools Coastal has allowed my daughter to thrive in a way we had not seen before. She is engaged, she is growing, and she is succeeding. Not despite her learning style, but because this school honored it. The individualized approach here makes all the difference.

I believe deeply that renewing Altus Schools Coastal's charter is not just important for our family; it is essential for the diverse population of students across San Diego County. There are so many young people who need exactly what Altus Schools Coastal provides: a place where they are met where they are, supported in how they learn best, and given a genuine opportunity to flourish.

I respectfully urge this board to renew the charter and continue making this remarkable educational option available to families like ours.

With sincere gratitude,

Michael Sherman

Michael Sherman
Altus Schools Coastal - Parent

Miley Madero Lopez

06/23/2026

Dear Board Members,

I am a student that attends the North Carlsbad Resource Center and am writing in support of the approval of the petition for the Altus Schools Coastal.

My sister's old school's counselor recommended that we enroll at Altus Schools Coastal. This program is important to me because it helps me stay on track of my work.

My favorite thing is the communication I have with my teacher. All the teachers are very nice and helpful. Altus Schools Coastal should remain open because it's a place for the students to continue studying and succeed.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Miley Madero Lopez

Miley Madero Lopez

Myah Whitney

07/08/2026

Dear Board Members,

I am a student that attends the North Carlsbad Resource Center and am writing in support of the renewal of the petition for Altus Schools Coastal.

I came to this school because of being able to do school with my schedule. It's easier for me to learn this way. My favorite thing is that we can go in to the school whenever you need help.

I recommend that the charter be renewed because I'd like to continue learning at my own

pace. I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Myah Whitney

Myah Whitney

Naomi Mitchell

07/07/2026

Dear Board Members,

I am a student that attends Altus Schools Coastal with Mr. Backus and am writing in support of renewal.

They have a variety of sciences and languages like French and Spanish. They also had P.E. Online which was good. Altus School is important to me because not only can I increase my knowledge and skills but I can do it from home and while not having so much pressure on me as in person school does.

As of now, I liked a lab that we did at the Altus Schools Coastal facility because it was interesting and I learned something new. My teacher and counselor also gave the opportunity to start dual enrollment. Altus Schools Coastal's charter should be renewed because all the staff and teachers are very kind and to be honest, when me and my parent were searching for online schools, Altus was the only one who stood out.

The curriculums they offer are outstanding and are the same as if you were to learn the material in person. I like how the Altus teachers let you organize a schedule that is accommodated to your daily life. Overall, Altus Coastal is very flexible when working with students.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Naomi Mitchell

Naomi Mitchell

Natalia Rojas

07/20/2026

Dear Board Members,

I am a student that attends South Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

I've never really liked going to school even as a little kid. I would cry and cry that I didn't want to go, there was never really a real reason, it was just a gut feeling that I didn't want to go. It wasn't that I didn't want to learn because I love learning new things, It's how we were learning it. I always felt dumb because during reading time in school I would always get pulled out of class to a remedial reading class. During my freshman year it was the same when I needed help.I never really got the help I needed because there were around 40 kids in the class. The teacher had to teach everyone, so they couldn't spend all their time helping just me. At San Marcos, I was mostly a “C” and “D” student. After coming to Altus, I've become a solid “A” and “B” student because I'm finally able to focus on one thing at a time. I'm also able to get the help I need when I need it, which allows me to fully understand each concept instead of being forced to move on before I'm ready. Because of that, I've been able to build a strong foundation, making it easier to understand the next concepts as I continue learning.

Coming to Altus has set up and opened doors for me I thought would always stay closed. I never thought I could be a “B” student let alone an “A” student taking the PSAT and taking AP tests and classes. Before coming to Aults I didn't think I wanted to go to a four year college but after coming here I'm more open to it. After high school I want to go to cosmetology school. I still plan to explore my options and look for four years and apply to majors in psychology.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Natalia Rojas

Natalia Rojas

Nayeli Arango

06/23/2026

Dear Board Members,

I am a parent of a student who attends the North Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

I enrolled my daughter for the smaller classroom environment, more one on one interaction, and the flexibility of school schedules. We have found that Altus Schools Coastal provides more academic support than traditional public schools. The classes provide the students with real life experiences. For example; how to create a business plan and/or how to promote a product.

My favorite experience is that the staff actually listens and works to together with families to achieve goals in the best interest of the students. From the moment we enrolled my daughter, Ms Freeman was always available whether it was via phone or email. The location off school is also very convenient.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Nayeli Arango

Nayeli Arango

Norma N Lopez Sanchez

06/23/2026

Dear Board Members,

I am a parent of an alumni and a current student who attends the North Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

We enrolled at Altus Schools Coastal based on a school counselor recommendation. This school really helps my daughter come out of her shell and study effectively. I believe students learn to navigate situations better and become independent and responsible.

The teacher's attention toward my daughter has been incredibly professional, and she has been helping her improve. I find this school to be particularly professional.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Norma N Lopez Sanchez

Norma N Lopez Sanchez

Paula Hacker

June 26, 2026

Dear Board Members,

I am a parent of a student who attends the North Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

My son was failing at a traditional public high school and it was never a good fit for him. We decided to transfer to Altus Coastal because of the individualized learning plans and flexible schedule, which my son needs to be successful. My son has the opportunity to better balance his class time with his chosen path of music production.

My son feels understood and supported for the first time in this school. In his traditional public high school, he was failing and wanted to drop out. Altus Coastal has a special way of making my son more relaxed and interested in school. He can choose where he sits, has more input into his class time and classes, and has teacher and special education support when he needs it. He is more productive and less anxious.

Since attending Altus in 9th grade, my son finally sees a light at the end of the tunnel and is now striving to graduate.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Paula Hacker

Paula Hacker

Precious Angel Terres-Limpin

July 7, 2026

Dear Board Members,

I am a student that attends North Carlsbad Resource Center, and I am writing to *respectfully request that the Members of the Board approve this petition for Altus Schools Coastal.*

My teacher is Mrs. Montgomery. I came to Altus Schools Coastal because I was looking for a different experience from traditional school. Being at Altus Schools Coastal has made it easier for me to focus on one subject at a time. I needed an environment without the drama of high school where I could focus on my school. My teacher and the staff help students learn at their own pace.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal so that I and others can continue to use the opportunities the school provides for students like me who need something different than traditional school.

Sincerely,

Precious Angel Terrres-Limpin

Precious Angel Terres-Limpin

Student Name: Reid Van Wagoner

Date: July 16, 2026

Dear Board Members,

My name is Reid Van Wagoner, and I am a high school student at the South Carlsbad Resource Center entering my senior year. I am writing in support of the approval of the petition for Altus Schools Coastal.

As a professional surfer competing internationally on the World Surf League Qualifying and Challenger Series, I spend much of the year traveling to competitions around the world. Before enrolling at Altus Schools Coastal, it was difficult to find a school that could provide the flexibility with my competition schedule. At Altus, I have found a program that challenges me academically while allowing me to continue pursuing my athletic goals without sacrificing my education.

One of the things I like most is being able to focus on one subject at a time. Whether I'm studying in an airport, on a long flight, or in another country between heats, I can give my full attention to each course before moving on to the next. The support I receive from my teacher and advisor, David Delbrueck, has been incredible. He genuinely cares about my success, provides guidance, and encourages me to reach my goals.

Altus Schools Coastal has helped me become a more independent learner and better prepared me for college and whatever opportunities come my way. It has shown me that I don't have to choose between pursuing my dreams and receiving an education. I am grateful to be part of a school that believes students can succeed on many different paths.

I respectfully ask that you, Members of the Board, approve the petition for Altus Schools Coastal so that students like me can continue benefiting from this exceptional educational program.

Sincerely,

x

Reid Van Wagoner

Riley Roach

06/23/2026

Dear Board Members,

I am a student that attends the North Carlsbad Resource Center and am writing in support of the approval of the petition for the Altus Schools Coastal.

I enrolled at Altus Schools Coastal because of recommendations from friends. I've been a student here for over two years now, and it fits well in my routine.

My favorite experience at Altus Schools Coastal is the relationship with my teacher. I just love the academic program and I love my teacher!

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Riley Roach

Riley Roach

Ryah Martin

06/23/2026

Dear Board Members,

I am an alumni of the North Carlsbad Resource Center and am writing in support of the approval of the petition for the Altus Schools Coastal.

I wanted to graduate early, and felt I could be completing courses faster and saving more of my time! Altus Schools Coastal made possible for me to graduate 2 years early. It will allow others like me who just want to work harder and get things done!

My favorite part of this program is the way it lets students move at their own pace. The teachers are amazing!

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Ryah Martin

Ryah Martin

Ryan Petty

June 26, 2026

Dear Board Members,

I am a parent of a student who attended the North Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

We initially enrolled our student in the Altus independent studies program to provide him with a structured way to finish 12th grade. The school's format—built around a weekly curriculum and measurable milestones—has greatly improved our child's academic focus and drive.

What we appreciate most is how the engaged faculty and structured weekly goals kept our student accountable. This incredible, flexible educational process has given him the exact alternative options he needed to successfully prepare for his next steps in life.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Ryan Petty

Ryan Petty

Sade Ibarra

June 26, 2026

Dear Board Members,

I am a student who attends the North Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

I decided to attend Altus Coastal because of the unique schedule and the opportunities offered. The different class options and electives made me excited to attend, and I have taken advantge of the dual enrollment opportunity and finished my first college course this past sememster. I plan to take advantage of more dual enrollment opportunities and get as many credits as I can before I graduate.

The school offers many different courses and classes depending on what is needed to pass the courses. The teachers are able to communicate whenever is needed, for example when a student needs help or a question answered. I feel tht the environment is supportive and safe, and I know my teacher will alwys be available to help me.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Sade Ibarra

Sade Ibarra

Samantha May

7/14/2026

Dear Board Members,

I am a parent of a student who attends the South Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

We decided to enroll our daughter at Altus Schools Coastal because it was a more focused learning environment for her. She now excels at her work and is not pressured by dealing with some obstacles traditional school brings.

We really enjoy the communication and support her teacher provides on a regular basis. We are in constant communication and know where our daughter is at in her academic career at all times. She also enjoys the field trips that are provided throughout the school year. Overall, her academics have improved and we are grateful for the opportunity to attend a school like Altus Schools Coastal.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Samantha May

Samantha May

Sara Flores

07/07/2026

Dear Board Members,

I am a student that attends Altus Schools Coastal with Paul Backus and am writing in support of renewal.

What I like about this school is that students can progress through their coursework at their own personalized pace. The school is important to me because it helps me a lot on family emergencies or situations

I recommend Altus Schools Coastal because the school helps me when I am behind in my schoolwork or I don't understand it, and it really helps me that I can go at my own time at my schoolwork.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Sara Flores

Sara Flores

Sarah Scott

July 8, 2026

Dear Board Members,

As a parent of a student who attends Altus Schools Coastal, I am to *respectfully request that the Members of the Board approve this petition for Altus Schools Coastal.*

My student is with Mrs. Montgomery. We came to Altus Schools Coastal because my children needed more flexibility. Being at Altus Schools Coastal has given us a school where my children are given the flexibility and one-on-one support they need. Mrs. Montgomery and the team are very helpful; I have enjoyed and appreciated the time for updates on how our children are doing in school.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal because there isn't a number that can be placed on each child that attends school here. Their life circumstances are beyond valuable thanks to Mrs. Montgomery and the rest of the team.

Sincerely,

Sarah Scott

Sarah Scott

July 20, 2026

Dear Members of the Charter Renewal Board,

I am writing to you as a parent who came to Altus Schools Coastal out of necessity and left with profound gratitude.

My child struggles with social anxiety. For our family, the demands of traditional in-person schooling had become overwhelming, creating daily stress that made learning feel nearly impossible. When we found Altus, everything changed. For the first time, my daughter was able to truly focus on school without the weight of mounting anxiety standing in the way.

The ability to learn from home was a lifeline for us. What made it even more meaningful was the quality of communication from the staff. It was consistent, warm, and perfectly attuned to what our family needed. We never felt alone, and my daughter never felt disconnected from her education or her teachers.

I am deeply thankful for how convenient and compassionate this school has been. I ask you sincerely: please renew this charter. For families navigating the very real challenges of anxiety and mental health, Altus is not just a school; it is a solution, and it is one that our community cannot afford to lose.

With heartfelt thanks,

Sarah Vasquez

Sarah Vasquez
Altus Schools Coastal - Parent

Sebastian Salazar-Combe

6/25/2026

Dear Board Members,

I am an alumni of the North Carlsbad Resource Center and graduated from Altus Schools Coastal in 2026. I am writing in support of the approval of the petition for Altus Schools Coastal.

During my time at Altus Schools Coastal, I found that the teachers were very supportive of me and my goals.

On my final day at the Resource Center, I felt accomplished earning my diploma. I also earned early college credit through the dual enrollment program, which started me on the road to studying fire science at Palomar College. This school is important and should be renewed because it allows students to work at their own pace and provides plenty of support.

It was a great experience!

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Sebastian Salazar-Combe

Sebastian Salazar-Combe

July 20, 2026

Dear Members of the Charter Renewal Board,

I am writing on behalf of our family to express our wholehearted support for the renewal of Altus Schools Coastal's charter. We initially came to Altus through the summer school program, and what began as a temporary arrangement quickly became something we deeply value.

What sets Altus apart is its ability to offer a flexible schedule while never compromising on the quality of learning. The lab work has been particularly memorable: hands-on, engaging, and always accessible when we need support. The balance of flexibility and availability is something rare and precious in education, and Altus has truly mastered it.

We are not just hoping to return; we are already telling our friends about this school, eager for them to experience what we have experienced here. That is the highest compliment we can offer: we want the people we care about to benefit from what Altus provides.

The staff here are genuinely supportive, and their commitment to students and families is evident in everything they do. Please renew this charter so that our family, and many others like us, can continue to be part of this extraordinary community.

With warm regards,

Seema Sandhu

Seema Sandhu
Altus Schools Coastal - Parent

Sonia Castro

June 26, 2026

Dear Board Members,

I am a parent of a student who attends the North Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

We chose to enroll our daughter here because she wanted to finish her senior year at a quicker pace than what was possible at Carlsbad High School. This school has completely transformed her educational experience, largely because her teachers were always available to offer direct help whenever she needed it. It has provided a truly great environment that kept her motivated and supported every single day.

What we love most about this school is how effectively it helps students get ahead and finish their classes on their own pace. It is a wonderful alternative for students who need a different, more flexible structure than a traditional high school to successfully reach their future goals.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Sonia Castro

Sonia Castro

Sophia Gomes

July 8, 2026

Dear Board Members,

I am a student that attends North Carlsbad Resource Center, and I am writing to *respectfully request that the Members of the Board approve this petition for Altus Schools Coastal.*

My teacher is Mrs. Montgomery. I came to Altus Schools Coastal because I needed a school that would be free of distractions and help me focus on graduating high school. Altus Schools Coastal has given me an understanding and friendly teacher and staff. At my school I am able to get the work done that I couldn't at my traditional school. Mrs. Montgomery is gentle and kind. Without this school I wouldn't be closer to graduation.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal because this school allows me the success that I wouldn't have at my other school.

Sincerely,

Sophia Gomes

Sophia Gomes

Sophia Moncada

7/14/2026

Dear Board Members,

I am a student that attends South Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

This program has given me the flexibility I need to be able to address my emotional and health needs without it affecting my high school education. I have tried other programs before we found Altus Schools, but the teachers here have been much more helpful and supportive and I have been doing much better here and getting good grades. I am setting goals for myself now which I didn't think were possible before.

I need this school to continue to exist. I ask for your support.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Sophia Moncada

Sophia Moncada

Stephanie Masula Licona

7/13/2026

Dear Board Members,

I am a student that attends Altus Schools Coastal South Carlsbad Resource Center and am writing in support of the approval of the petition for the Altus Schools Coastal School.

I came to Altus Schools Coastal because I was failing my classes and was getting negatively influenced by others. At school now, I have a great support system here and I truly enjoy seeing my teachers. I learned over time not to be afraid to ask for help because they will always be there to answer your questions.

I plan on finishing up my classes on time and earning my diploma from Altus School Coastal. I like that not one teacher has ever judged me academically or emotionally and that is because they care.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal School.

Sincerely,

Stephanie Masula Licona

Sue Manry

June 26, 2026

Dear Board Members,

I am a guardian of a student who attends the North Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

At Altus Coastal, I appreciate the ability for personalized learning plans with a primary focus on academics. I have had success of previous family members attending the same Altus Coastal School and graduating. Every experience has been positive and fulfilling, allowing for continuous growth and success with the support and guidance of the amazingly professional staff who are caring and concerned about our students success.

The ability of Altus Coastal to provide independent study with the support and guidance of amazing staff includes a no nonsense approach. The environment allows students to stay focused and excel in the subject matter with less distractions and inappropriate behaviors of others.

Altus Coastal has been a life saver for our family. It has provided a safe environment for learning, building self confidence with encouragement and self discipline allowing for personal success and continuous growth in academics and as individuals. Ms. Smith's exuberance has been ceaselessly encouraging and incredibly impactful.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Sue Manry

Sue Manry

Guy & Suzanne Cipriani

July 12, 2026

Dear Board Members,

I am a parent of a student who attends the South Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

We cannot say enough wonderful things about the staff at Altus. Mr. Fulkerson (Ed Specialist) and Mrs. Pippin (our son's teacher) have gone to extreme lengths to make us feel at home and welcome at the school after transferring out of a public middle school where our son had a bad experience. They made us feel supported and even helped us get our son the IEP, he desperately needed.

Our son always felt that he could approach his teacher with questions despite working from home most days. Our family was very fortunate to find this school and everyone helped our son succeed.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Suzanne E. Cipriani

Suzanne E. Cipriani

Svetlana Dumais

7/14/2026

Dear Board Members,

I am a mother of a student who attends the South Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

We need this program so that my daughter can have a chance of successfully completing High School. She has not been able to attend in person due to severe social anxiety that causes her physical pain to attend a regular in person high school. We also tried other online programs and have never received the kind of support that my child gets here. Her garages have improved and so is her level of motivation to complete the work! She is beginning to thrive and plan for her future which includes going to college. This program has provided flexibility we need as a family and academic support my daughter needs to succeed in life.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Svetlana Dumais

Svetlana Dumais

Tamara Brown

June 26, 2026

Dear Board Members,

I am a parent of a student who attends the North Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

My student was struggling at her traditional school because she was having difficulty focusing and the classes would move too quickly. When she transferred to Altus, she was able to focus on one course at a time, which helped with her stress levels. She also receives one on one help from her teacher and the Learning Associate, which has helped her gain confidence in her abilities.

This is my second child in this school. My first graduated when we didn't think he would. This school has changed my children's lives by helping them get the education they deserve. Without schools like these, our children would suffer, drop out, and not be able to go to college.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Tamara Brown

Tamara Brown

Taylor Dupuis

June 26, 2026

Dear Board Members,

I am an alumni from the North Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

I decided to come to this school because I was struggling with attending and staying engaged in a traditional school setting. Since transferring, the dedicated, personalized help I received from my teacher completely turned my educational experience around. This continuous support transformed my daily routine and made going to school a genuinely positive experience.

What I love most about this school is how it motivated me to stay focused and ultimately finish my studies early. The program has perfectly prepared me for my future goals by inspiring me to want to help other students the exact same way it helped me. It has truly given me both academic tools and a meaningful purpose for my next steps.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Taylor Dupuis

Taylor Dupuis

Valerie Fuentes

07/07/2026

Dear Board Members,

I am a student that attends Altus Schools Coastal with Paul Backus and am writing in support of renewal.

I came to this school because I wasn't as focused in person and I wanted to work, and because my education is important to me.

My favorite opportunity they gave me freedom to purse would be my job I would've never been able to actually get without them. I recommend the school for renewal because it helps people learn and gave me the opportunity to do so much when I thought I couldn't.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Valerie Fuentes

Valerie Fuentes

Parent Names: Kirk and Marcy Van Wagoner
Student: Reid Van Wagoner

Date: July 16, 2026

Dear Board Members,

We are the parents of Reid Van Wagoner, a senior high school student at the South Carlsbad Resource Center, and we are writing to express our strong support for the approval of the petition for Altus Schools Coastal.

Reid is a professional surfer who competes nationally and internationally throughout the year, requiring frequent travel that makes attendance in a traditional school setting nearly impossible. Before finding Altus Schools Coastal, we attempted a hybrid program within our local public school district. While well intentioned, it simply could not accommodate the demands of international travel or provide the personalized academic structure she needed to remain on track. Altus Schools Coastal has provided the ideal balance of flexibility, accountability, and academic excellence that allows Reid to pursue her athletic career while maintaining a rigorous college preparatory education.

What sets Altus apart is its commitment to each student's individual success. Reid's teacher and advisor, David Delbrueck, has built a relationship based on high expectations, consistent communication, and genuine encouragement. Rather than lowering standards to accommodate her schedule, the program has empowered Reid to take ownership of her education, develop exceptional time management skills, and remain focused on long-term academic goals while traveling the world.

As parents, our priority has always been ensuring that Reid's education remains every bit as important as her athletic pursuits. Altus Schools Coastal has made that possible. The school's personalized learning model has allowed her to excel academically while preparing her for higher education and future career opportunities beyond competitive surfing. We wholeheartedly support the renewal of Altus Schools Coastal's charter and encourage the Board to continue providing this invaluable educational option for students and families throughout our community.

We respectfully ask that you, Members of the Board, approve the petition for Altus Schools Coastal.

Sincerely,

x _____

Kirk Van Wagoner

x _____

Marcy Van Wagoner

Vanessa Mendiola

June 26, 2026

Dear Board Members,

I am a parent of a student who attends the North Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

We decided to transfer to Altus Coastal because public middle school felt disruptive and unsafe for my child. She was having mental health issues due to the environment, and once we transferred I noticed her mental health improving. At Altus, she happily does her schoolwork and her grades have greatly improved.

Another aspect of Altus Coastal that I enjoy is that it is a safe, inclusive space that nurtures my daughter's education and learning style. This is a vital resource to our community. Access to quality hybrid education is essential for academic success. We are so grateful to have found this school. It has positively changed my daughter's life and my own.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Vanessa Mendiola

Vanessa Mendiola

Vanessa Vargas

06/25/26

Dear Board Members,

I am a parent of a student who attends the North Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

I chose to enroll my son at Altus Schools Coastal because she needed a different type of education program.

I have found that the flexible schedule offered works well for my daughter and my family. The program and support have helped her improve her academic engagement and started catching up on credits.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Vanessa Vargas

Vanessa Vargas

Veronica Cruz

July 7, 2026

Dear Board Members,

As a parent of a student who attends Altus Schools Coastal, I am to *respectfully request that the Members of the Board approve this petition for Altus Schools Coastal.*

My student is with Mrs. Montgomery. We came to Altus Schools Coastal because we needed more support for my son. Being at Altus Schools Coastal has given us a school which meets all of his needs and gives him the freedom to be able to work at his pace and level without the stress of getting behind or failing his classes. Mrs. Montgomery works with him in many ways that regular school doesn't and can't; we are given flexibility allowed for mental health and the desire to continue to go to school whereas traditional school made our family feel ignored and stressed. Altus Schools Coastal is a school that helps students who would otherwise be school dropouts.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal because it's a great solution for many kids that have a lot of different needs or disabilities.

Sincerely,

Veronica Cruz

Veronica Cruz

William Eldridge

06/23/2026

Dear Board Members,

I am a parent of a student who attends the North Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

I enrolled my sons to catch up on missing classes. We like the flexibility and being able to focus on one or two subjects at a time. It's great for students who don't thrive in a typical school environment.

My kids both went to Altus and their grades improved. I also found that I am able to easily keep track of their progress. Please keep Altus Schools Coastal open. Not every child learns the same way.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

William Eldridge

William Eldridge

William Fernandez

07/08/2026

Dear Board Members,

I am a student that attends the North Carlsbad Resource Center and am writing in support of the renewal of the petition for Altus Schools Coastal.

I came to Altus Schools because I had some things happen early on in high school and I left and I switched to this school and they helped me so much. This school has 1 on 1 teaching if needed. I have direct access to my teacher via phone for any questions.

This school gives me the freedom to do what I have to do during the day without being held at school. For example I day trade so parts of my morning are used for my business. It's a great school. They give you the best learning opportunity working by yourself and 24/7 assistance for anything questions or concerns.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

William Fernandez

William Fernandez

Ximena Soto Ledesma

07/07/2026

Dear Board Members,

I am a student that attends Altus Schools Coastal with Mr. Backus and am writing in support of renewal.

I chose this school because I wanted a more flexible learning environment.This school is important to me because it provides a supportive learning environment.

This school is giving me the opportunity for Dual Enrollment. I recommend renewing the school's charter so it can continue helping students like me. I appreciate the flexibility this charter school offers.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Ximena Soto Ledesma

Ximena Soto Ledesma

Yolanda Souza

July 9, 2026

Dear Board Members,

As a parent of a student who attends Altus Schools Coastal, I am to *respectfully request that the Members of the Board approve this petition for Altus Schools Coastal.*

My student is with Mrs. Montgomery. We came to Altus Schools Coastal because my My child has social anxiety. Altus Schools Coastal staff and teachers work close with the child and understand the needs. Our favorite part of Altus Schools was how understanding Miss Montgomery is and how sweet she is.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal for the reasons I have stated above and the one-on-one attention my son received that helped him graduate high school.

Sincerely,

Yolanda Souza

Yolanda Souza

Zenaida Lemus

July 7, 2026

Dear Board Members,

As a parent of a student who attends Altus Schools Coastal, I am to *respectfully request that the Members of the Board approve this petition for Altus Schools Coastal.*

My student is with Mrs. Montgomery. Our family came to Altus Schools Coastal because I wanted a school where my child would feel comfortable and be able to learn according to his abilities. My son's enrollment at Altus Schools Coastal is important because it gives me confidence, and I know that my child is being treated well and doing good work. Our favorite experience with Altus Schools Coastal is the flexibility of the schedule and his teacher Mrs. Montgomery.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal because it is important to understand the parents' perspectives and I hope they continue with the same approach, because it gives parents a great deal of confidence.

Sincerely,

Zenaida Lemus

Zenaida Lemus

Barbara McCrory

July 17th, 2026

Dear Board Members,

I am writing to you in support of the petition for Altus Schools Coastal. I am a teacher at the South Carlsbad Resource Center, and it has been a privilege to be part of such an innovative, student-centered organization.

Since joining Altus Schools Coastal, I have had the opportunity to work with a diverse group of students and families, building meaningful relationships that support each student's unique educational journey. Every day, I see firsthand the dedication of our staff and our commitment to meeting students where they are academically, socially, and emotionally.

Many of our students come to Altus because they need an educational environment that offers flexibility, individualized instruction, and one-on-one support. Whether they are balancing work, family responsibilities, health challenges, or simply need a learning model that better fits their needs, our school provides opportunities for students to succeed in ways that traditional settings may not. Watching students gain confidence, improve academically, and rediscover a love of learning has been one of the most rewarding parts of my role as a teacher here.

What stands out most to me is the genuine care our staff has for every student. We celebrate their successes, encourage them through challenges, and work collaboratively with families to help each student achieve their goals. I have heard countless students express how Altus has changed their perspective on school and has given them the support they needed to stay on track toward graduation and future success.

It has been an honor to be part of such a compassionate and dedicated learning community. I respectfully ask that you approve the petition for Altus Schools Coastal so that we can continue providing students with the personalized education, support, and opportunities they deserve.

Sincerely,

Barbara McCrory

Barbara McCrory

Claire Freeman
Teacher- North Carlsbad
Altus Schools Coastal

7/6/2026

Dear Board Members,

I am proud to be a teacher at the North Carlsbad Resource Center and am writing in support of Altus Schools Coastal.

I was originally hired at Altus Schools Charter School of San Diego in 2013 as a Resource Center Associate and was immediately impressed by the bond between teachers and the families that they served. Seeing these relationships inspired me to pursue my teaching credential, a career path that I had never previously considered.

The strong bonds between teachers, students and their families promote a sense of student ownership and pride in their education. Students gain the confidence to advocate for their needs and feel safe consulting their teacher for guidance and academic support. As a teacher, these relationships truly make my work meaningful.

Over the years I have been honored to celebrate with families at graduation, assisted with dual enrollment courses for early college credit, developed resumes, and helped guide students through college applications. I've also re-engaged students on the brink of dropping out and supported families through some of the most challenging moments of their lives, including housing instability, mental and physical health issues, family disruption, and loss of loved ones.

We meet an ongoing need in our community by supporting students who require an alternative setting or mode of instruction.

I ask that you, Members of this Board, approve this petition for Altus Schools Coastal.

Sincerely,

Claire Freeman
Teacher- North Carlsbad
Altus Schools Coastal

David Delbrueck

07/17/2026

Dear Board Members,

I am a teacher at the South Carlsbad Resource Center and am writing in support of the approval of the petition for Altus Schools Coastal.

14 years ago, I moved to the San Diego area from the state of Florida. I had just finished my first year of teaching and was already considering leaving the profession. I knew I wanted to work with students and make a difference, but I was not convinced being a teacher was the right way forward. That is until I found Altus Schools.

Being hired as a teacher at Altus Schools reinvigorated my love of education and has provided me with an opportunity to grow as a professional, build meaningful relationships, and truly make an impact in my community. The idea of a personalized education plan for every student, where a teacher has an opportunity to work with a family for multiple years to address students' areas of need and celebrate their success is rare. But here at Altus Schools, it's our bread and butter. It's what we do best, and I believe that is what helps support our mission of "Transforming Lives".

I am proud to state that I am now entering my 16th year of teaching, and I owe that to the continued fiscal responsibility, sustainability, and educational stewardship that Altus Schools provide.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal so we can continue our mission of providing an excellent educational opportunity for all students.

Sincerely,

David Delbrueck

David Delbrueck

David Saldana

July 16, 2026

Dear Board Members,

My name is David Saldana. I have been an employee of Altus Schools for a 9 years in a variety of roles. I am writing in support of the approval of the petition for Altus Schools Coastal.

What brought me to Altus Schools Coastal all those years ago was the mission, vision and values of the organization. As someone who has a passion for supporting young people, especially of diverse backgrounds, I found this to where I belonged.

Altus Schools Coastal is an important piece to the community as it allows students of all backgrounds and academic levels a personalized education plan. This opportunity has given many students opportunities that they might not have had otherwise.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

David Saldana

Dylan Ramirez

07/09/2026

Dear Board Members,

I have spent the past 13 years with Altus Schools, starting my career as a general education teacher and transitioning into the role of Education Specialist last year.

The primary reason I remained with Altus is because of the work we do every day to support students that need an alternate environment to graduate. In that time, I encountered countless instances where students would not have graduated without a program like ours. Our ability to work with students individually or in small groups allows us to individualize instruction to their unique needs. During my tenure, I have worked with students that have gone on to attend prestigious universities such as Yale, as well as others that have become successful professional tennis players. However, it is the opportunity to support students at risk of not graduating that I value the most.

One student I will never forget enrolled as a credit-deficient senior with a 1.19 GPA. As I worked with the student I noticed atypical behaviors. The student eventually shared that they heard voices and struggled to concentrate at his previous school. We were able to refer the student to mental health resources and provide a 504 Plan tailored to his needs. With this support in place, he earned his high school equivalency by passing the HiSET exam. His success reflected what our program does best. Many of our students come to us after struggling in traditional school settings and facing challenges that extend beyond academics. Because we could build strong relationships with students and provide individualized support, we can help identify barriers that might otherwise go unaddressed. By connecting students with the resources, they need and creating a supportive learning environment, we help them stay engaged, make progress toward their goals, and see a path forward.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Dylan Ramirez

Lori Anderson

July 20, 2026

Dear Board Members,

My name is Lori Anderson and I am the Learning Lead for Altus Schools Coastal. I have worked for Altus Schools for 17 years. I have had the privilege of serving students through Altus Schools, and I am writing in support of the renewal of Altus Schools Coastal.

I joined Altus Schools because I was seeking a different school model from a traditional system- one that would allow me to build meaningful relationships with students and make a lasting impact on their lives. I found that opportunity at Altus and I continue to see its impact every day.

Our students come to us with diverse needs and circumstances. Many thrive in a personalized learning environment that provides flexibility, individual support, and multiple pathways to success. Some students struggle with anxiety and find large school settings overwhelming. Others are working to recover credits or need an alternative approach to learning. Altus Schools Coastal meets students where they are and helps them achieve their goals. What makes our school exceptional is the dedication of our teachers and staff. I have witnessed students arriving feeling discouraged, withdrawn, and uncertain about their future, only to gain confidence, discover their strengths, and ultimately graduate. The individualized attention and genuine care our team provides help students succeed not only academically, but also as productive and confident members of their communities.

Altus Schools Coastal continues to change lives by providing opportunities that many students may not find elsewhere. For that reason, I respectfully ask that you, Members of the Board, approve the petition for Altus Schools Coastal.

Thank you for your consideration and your commitment to the students and families we serve.

Sincerely,

Lori Anderson

Lori Anderson

Melissa Valenzuela
Learning Associate – North Carlsbad Resource Center
Altus Schools Coastal

July 20, 2026

Dear Board Members,

I am writing in strong support of the charter renewal for Altus Schools Coastal. Having worked in both traditional public schools and Altus, I can confidently say that this school provides something truly unique for students who need a different path to success.

One of the things I value most about Altus Schools Coastal is our commitment to building authentic relationships with students and their families. We take the time to get to know each student as an individual; not just their academic needs, but their goals, challenges, and strengths. That trust allows students to feel seen, supported, and capable of achieving more than they often believed possible.

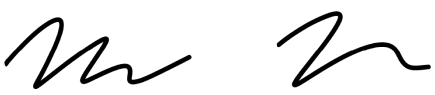
Every day I work with students whose circumstances are different. Some are balancing jobs, caring for family members, managing anxiety or health challenges, or simply found that a traditional school environment was not the right fit. Our flexible model allows us to meet students where they are while still maintaining high expectations and helping them make meaningful academic progress.

One of the most rewarding parts of my job is celebrating students' successes; whether it's earning credits, overcoming personal obstacles, graduating, or simply rediscovering confidence in themselves as learners. Watching students realize they can reach goals they once thought were out of reach is why I love working here.

I respectfully ask that you approve the charter renewal for Altus Schools Coastal so we can continue providing personalized, relationship-centered education for the students and families who rely on our program. The work we do changes lives, and I am proud to be part of this school community.

Thank you for your time and consideration.

Sincerely,



Melissa Valenzuela

Natalie Smith

Teacher- North Carlsbad Resource Center

Altus Schools Coastal

07/16/2026

Dear Board Members,

I am a current teacher at the Noth Carlsbad Resource Center and am writing in support of Altus Schools Coastal.

I was hired at Altus Schools in 2024, and prior to this role I have experience working within a variety of educational settings. Through those experiences, I felt I was missing out on the time to truly know my students and the lives they were creating. When I applied to Altus, I was drawn to the classroom format because it allowed the teachers and staff to build true relationships with the families they serve.

In my time at Altus, I have worked with students that come from a variety of home lives and personal situations that draw them to our program. I have had students who are parenting, experiencing severe mental health issues, and have other life challenges that have made completing school difficult. Our school provides a safe space for these students to come and engage in learning while removing some of the barriers they may have found at a more traditional program.

Our program also allows students to build their daily schedule, which opens the door for employment and dual enrollment opportunities. With the flexibility of our program, I have seen students get through their first few college courses, build their own businesses, and pursue professional sports. Our program serves a range of students, but the flexibility allows us to tailor the curriculum and schedule to their needs.

I ask that you, members of this board, approve this petition for Altus Schools Coastal.

Sincerely,

Natalie Smith

Natalie Smith

Teacher- Altus Schools Coastal

Paul Backus

July 17, 2026

Dear Board Members,

My name is Paul Backus. I am a teacher who has worked with Altus Schools since April 2016. I can say with absolutely certainty that this is an organization that highly values student achievement and consistently implements and improves its processes to support this value.

While originally attending UC Irvine for a Multiple Subjects teaching credential and Master of Arts degree in Education, I have now spent just over 13 school years full-time in Independent Study education. Independent Studies is not a one-size-fit-all approach to education. It requires flexibility, patience, a strong work ethic, and outside of the box thinking.

During my time with Altus Schools, I have grown beyond my expectations personally and professionally. In collaboration with administrators, I have obtained CTE credentials related to renewable energy and climate change, and Information Technology. It has been my pleasure to develop and implement curriculum for these aspects of 21 century skills and concerns. Most importantly, I have seen thousands of students walk across our stage in May as workforce ready high school graduates. I look forward to continuing this work for many years to come.

I ask that you, Members of the Board, approve this petition for Altus Schools Coastal.

Sincerely,

Paul Backus

Paul Backus

APPENDIX Z

MULTI-TIERED SYSTEM OF SUPPORT PLAN

ALTUS SCHOOLS

Multi-Tiered System of Support (MTSS)

One integrated system supporting the whole child | Updated July 2026

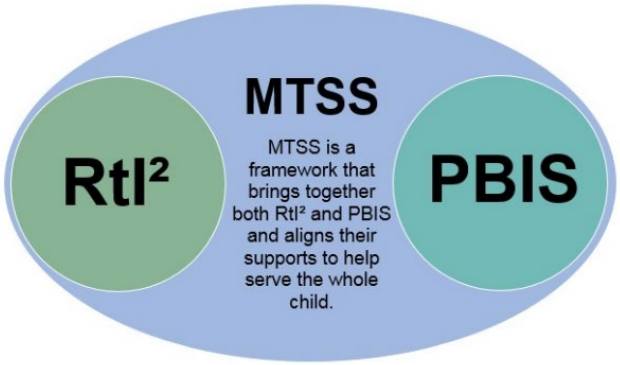
Altus Schools' **Multi-Tiered System of Support (MTSS)** is **one** system that supports the whole child. MTSS focuses on aligning initiatives and resources to address the needs of all students. It is a comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students[1].

Altus Schools' MTSS is designed to provide an effective framework that guides all decisions, practices, and policies according to equity[2]:

- Removing the predictability of success and failure that currently correlates with any social or cultural factors.
- Interrupting inequitable practices, examining biases, and creating inclusive school environments for all.
- Discovering and cultivating the unique gifts, talents, and interests that every human possesses.

Characteristics of MTSS:

- Utilizes regular progress monitoring to inform and make decisions about changes.
- Establishes a system of prevention by anticipating students' and educators' needs to be able to address the range of diverse students in the school setting.
- A method of organization that encompasses RtI and PBIS, and systematically addresses support for all students.



[1]Modeled after California Department of Education (CDE) recommendations for a successful MTSS.
[2]The school's MTSS has been influenced by tenets of equity and evidence-based strategies provided by the San Diego County Office of Education.

Altus Schools Multi-Tiered System of Support

TIER 1 • All Students

Universal / Comprehensive Strategies, Interventions, and Supports

Academic	Behavior	Social-Emotional

• Pathways Personalized Education Plan (PPEP)
• Altus Connect Program – Chromebook and internet services
• College and Career Pathways:
  ◦ Four-Year College and University
  ◦ Community College
  ◦ Military
  ◦ Career
• Early College Credit Program
• Blended Learning
• Small group tutoring
• Individualized and personalized instruction
• Universal Design Learning Curriculum
• Virtual Reality learning experiences
• Designated and Integrated ELD instruction for all English Learner students
• TK–5 dyslexia screening instruments (Multitudes & Amira Learning)
• School Pathways Student and Parent Portal
• Altus Math Resource Site for students, parents, and family members
• Data Integration Systems:
  ◦ NWEA – diagnostic and growth assessments
  ◦ Renaissance Learning – instructional data warehouse of assessments and data
  ◦ College and Career Planning Tools
  ◦ Ellevation – progress monitoring system for
	• Altus Schools Mental Health and Wellness Hub
	• Character and Leadership Development Program with Cadet Corps
	• Meal Program
	• Supervised learning environment
	• Small learning communities
	• Flexible scheduling and seating
	• AI Ethical and Responsible Use Lessons
	• Regular progress reporting to parents, caregivers, and family members
	• Behavior conferences, including teacher, student, parent, and family member
	• Home and/or work visits
	• Review of annual school paperwork:
	  ◦ Student & Parent Handbook
	  ◦ Master Agreement & Acknowledgment of Responsibilities
	  ◦ Academic Integrity Protocols
	• Contact Manager and Monthly Storybook monitoring and intervention
	• Healthy Youth Department:
	  ◦ Specialized Instructional Staff
	  ◦ School Nurses
	  ◦ Healthy Youth School Therapists
	  ◦ Student Access & Support Services Administrator
	• Culturally and linguistically responsive instructional strategies
		• Altus Schools Mental Health and Wellness Hub
		• Youth Mental Health First Aid Training certification for instructional staff
		• Implementation of Trauma Informed Practices to support mental health needs
		• Annual staff training on suicide prevention and intervention
		• Human Trafficking School Safety Protocol
		• Review of PPEP Needs Assessment results upon enrollment to identify need for school and community resources
		• Intake Survey
		• Suicide Intervention/Prevention Protocols
		• Character and Leadership Development Program with Cadet Corps
		• Resilience in Students & Education (RISE) Series
		• Utilization of SEL instructional resources
		• Mental health online coaching application systems
		• Family Learning Series
		• Access to Mental Health Bi-annual Parent Notifications
		• Promotion of Parent Education Opportunities via Parent Square
		• Administration of California Healthy Kids Survey (CHKS) to measure school climate needs and inform programs
		• Staff training on contemporary topics impacting youth wellness (e.g., substance misuse, healthy lifestyle choices, cultural responsiveness)

English Learner and RFEP students • Annual school events: ◦ Open House Events ◦ Senior Night Events ◦ College and Career Week ◦ Wellness Week ◦ Workplace Readiness Week ◦ Middle School Promotion ◦ High School Graduation • Field trips aligned to student interests, curriculum topics, and individual student college/career plans • Family Learning Series: training and education designed for parents and family members • Annual GATE assessment opportunities for grades 2–5, 7, and 9 • Culturally and linguistically responsive instructional strategies		• Universal mental health screening • Calming Carts with self-regulation tools

TIER 2 • Some Students

Targeted / Supplemental Strategies, Interventions, and Supports

Academic	Behavior	Social-Emotional
• Intervention Counselor Conference • AVID instructional strategies that promote student engagement and academic confidence • Supplemental academic tutoring programs • IXL Math to rapidly develop student math skills • Desmos Math Classroom platform for small group instruction • Achieve 3000 to increase literacy skills • Empower ELA and Math support electives	• Intervention Counselor Conference • Behavior Intervention Plan • AI Ethical and Responsible Use Protocols • Community-based partnerships to support student needs • Recommendation to participate in Service Learning and/or Work Experience • Student mentoring opportunities • Student Study Team (SST) • 504 Plan • Homeless & Foster Youth Liaison Case Management	• Intervention Counselor Conference • AVID social-emotional curriculum • Community-based partnerships to support student needs • SEL Instruction: RISE Series • Utilization of SEL Curriculum • Utilization of Life Skills related courses • Student Study Team (SST) • 504 Plan • Homeless & Foster Youth Liaison Case Management • Mental health online coaching application systems • Healthy Youth School Therapist referral for short-term counseling

• BrainPOP tutorials to support student comprehension of course content • Khan Academy, instructional tutorials, and interactive activities • Utilization of Strategies for Academic Success curriculum • Refinement of GATE plan if applicable • Incorporation of Prescriptive Testing (PT) coursework to increase motivation and credit completion for qualifying students • Student Study Team (SST) • 504 Plan • Homeless & Foster Youth Liaison Case Management		• School Nurse outreach and support for pregnant/parenting students

TIER 3 • Few Students
Intensive Strategies, Interventions, and Supports

Academic	Behavior	Social-Emotional
• Intervention Lead Conference • Individualized math and writing intervention and tutoring • Literacy groups • Ascend literacy intervention for Students with Disabilities	• Intervention Lead Conference • Community Assessment Team (CAT) Program Referral • Bus Pass Program for qualifying students • Healthy Youth Therapist Referral for individual counseling	• Intervention Lead Conference • Community Assessment Team (CAT) Program Referral • Healthy Youth Therapist Referral for individual counseling • Crisis response protocols

MTSS Staff Training and Student Support

All staff receive differentiated training to effectively implement specialized academic, social-emotional, and behavioral interventions. These trainings ensure that staff are equipped to support all students, including those with disabilities and English learners, across every grade level. The approach emphasizes professional development tailored to diverse student needs, facilitating effective intervention delivery throughout the school.

Data-Driven Monitoring and Multi-Tiered System of Supports

The school employs a comprehensive data system known as the “Storybook” to actively monitor student progress and guide intervention strategies. This system supports monthly global data collection, generating key reports such as the Academic Intervention Report, Credit Completion Report, School

Participation Report, and Potential Dropout Report. These reports provide a multifaceted view of student academic performance and engagement.

Data is reviewed at multiple levels, including schoolwide, resource center, and individual teacher perspectives. This multi-level review allows for a thorough understanding of student trends and helps identify areas that require focused attention. Additionally, data is disaggregated by student groups—such as English Learners, Students with Disabilities, and Foster and Homeless Youth—to pinpoint disparities in outcomes. This critical segmentation enables the strategic allocation of resources and the development of targeted equity strategies that address identified needs.

Through the Multi-Tiered System of Supports (MTSS) framework, the school proactively addresses academic, social-emotional, and behavioral student needs. The MTSS model ensures that interventions are systematically increased and intensified as necessary, allowing for timely and appropriate support for every student.

Academic Interventions by School Level, Core Subject, and Tier

Altus Schools implements developmentally appropriate, evidence-based academic interventions within its Multi-Tiered System of Supports (MTSS). Interventions are organized by school level (Elementary, Middle School, and High School), core academic subject areas, and tiered intensity. Placement within tiers is determined through universal screening, diagnostic assessment, progress monitoring, and Student Study Team review processes.

Elementary School Academic Interventions (Grades TK–5)

At the elementary level, academic interventions emphasize foundational literacy and numeracy development, early identification of learning needs, oral language growth, and the establishment of positive academic habits. Early intervention at this level is designed to close skill gaps before they compound in later grades.

Tier 1 – Universal Instruction (All Students)

English Language Arts (ELA)

- Standards-aligned foundational literacy instruction addressing phonological awareness, phonics, fluency, vocabulary, and comprehension
- Explicit, systematic phonics and word recognition instruction
- Universal dyslexia screening using state-approved instruments (Multitudes and Amira Learning)
- Daily read-alouds, shared reading, and structured independent reading
- Writing instruction using modeling, shared writing, and scaffolded sentence and paragraph development
- Differentiated instruction using Universal Design for Learning (UDL)
- Ongoing formative assessment and reteaching cycles

Mathematics

- Standards-aligned instruction in number sense, early numeracy, and place value

- Concrete–representational–abstract (CRA) instructional sequence with manipulatives
- Math fact fluency routines with cumulative practice
- Multiple representations (visual, symbolic, verbal) of mathematical concepts
- Structured mathematical discourse, including number talks
- Frequent checks for understanding and corrective feedback

Science

- Hands-on, inquiry-based investigations aligned to grade-level standards
- Phenomena-based learning connected to students' everyday experiences
- Explicit academic vocabulary instruction
- Integration of literacy and mathematics within science instruction

History / Social Science

- Instruction connecting self, family, school, and community
- Scaffolded reading of informational and primary source texts
- Foundational geography, civics, and historical thinking concepts
- Structured discussion and beginning evidence-based reasoning

English Language Development (ELD)

- Designated and integrated ELD instruction for all English Learner students
- Explicit language objectives aligned to content instruction
- Structured oral language routines, sentence frames, and vocabulary scaffolds
- Use of visuals, realia, and home language connections to support comprehension

Tier 2 – Targeted Intervention (Some Students)

Elementary Tier 2 interventions focus on early, targeted remediation of foundational skill gaps identified through universal screening and progress monitoring.

English Language Arts

- Small group reading intervention (3–5 students) targeting phonemic awareness, decoding, and fluency
- Targeted comprehension strategy instruction (retelling, main idea, inferencing)
- Repeated reading and fluency-building practice with progress monitoring
- Structured writing support with guided practice and feedback

Mathematics

- Small group intervention targeting number sense and computation gaps
- Strategic fact fluency practice with progress monitoring
- Guided problem-solving routines using manipulatives and visual models
- Error analysis instruction and reteaching cycles

Science & History / Social Science

- Small group reteaching of core concepts
- Academic vocabulary intervention

- Guided reading and discussion support for content-area texts

English Learners (ELD)

- Targeted small group oral language and vocabulary development
- Focused instruction in sentence structure and language functions
- Additional structured speaking and listening opportunities
- Frequent monitoring of language acquisition progress

Tier 3 – Intensive Intervention (Few Students)

Tier 3 elementary interventions provide intensive, individualized support to address significant deficits in foundational skills, with referral to the Student Study Team as appropriate.

English Language Arts

- Individualized literacy intervention plans
- Intensive, explicit, and systematic decoding and word recognition instruction
- Increased instructional time and frequency in reading and writing
- Weekly progress monitoring with data-based instructional adjustments

Mathematics

- Individualized math intervention plans
- Intensive remediation of foundational numeracy and computation skills
- Diagnostic assessment to identify specific conceptual gaps
- Weekly or biweekly progress monitoring

Content Areas (Science & History)

- Individualized concept reteaching with embedded literacy support
- Extended learning time and alternative instructional materials
- Increased staff guidance and close progress monitoring

English Learners

- Enhanced language acquisition plans
- Increased frequency and intensity of designated ELD instruction
- Intensive literacy–language integration support
- Ongoing data review and instructional adjustment

Middle School Academic Interventions (Grades 6–8)

At the middle school level, academic interventions emphasize foundational skill development, executive functioning, academic habits, and preparation for rigorous high school coursework.

Tier 1 – Universal Instruction (All Students)

English Language Arts (ELA)

- Standards-aligned literacy instruction

- Explicit vocabulary development and academic discourse
- Close reading and structured text analysis
- Writing instruction using modeling and scaffolded paragraph development
- Differentiated instruction using Universal Design for Learning (UDL)
- Ongoing formative assessment and reteaching cycles

Mathematics

- Explicit modeling of problem-solving processes
- Number sense and conceptual understanding routines
- Multiple representations (visual, symbolic, verbal)
- Structured mathematical discourse
- Frequent checks for understanding and corrective feedback

Science

- Inquiry-based learning and structured lab investigations
- Explicit academic vocabulary instruction
- Scaffolded reading of informational science texts
- Integration of literacy strategies within science instruction

History / Social Science

- Primary and secondary source analysis
- Structured note-taking and annotation strategies
- Explicit instruction in historical thinking skills
- Scaffolded argumentative and explanatory writing

English Language Development (ELD)

- Designated and integrated ELD instruction
- Explicit language objectives aligned to content instruction
- Structured speaking and listening routines
- Vocabulary scaffolding and sentence frames

Tier 2 – Targeted Intervention (Some Students)

Middle school Tier 2 interventions focus on addressing skill gaps before they compound in later grades.

English Language Arts

- Small group reading intervention (3–5 students)
- Targeted comprehension strategy instruction (summarizing, inferencing, text structure)
- Structured writing intervention with guided practice
- Fluency-building practice with progress monitoring

Mathematics

- Small group intervention targeting prerequisite skill gaps
- Strategic computational fluency practice

- Structured problem-solving frameworks
- Error analysis instruction and reteaching cycles

Science & History / Social Science

- Small group reteaching of core concepts
- Academic vocabulary intervention
- Guided reading and annotation support
- Scaffolded lab reports and document-based writing

English Learners (ELD)

- Targeted small group language development
- Focused grammar and syntax instruction
- Additional structured academic discourse opportunities
- Frequent monitoring of language acquisition progress

Tier 3 – Intensive Intervention (Few Students)

Tier 3 interventions provide intensive, individualized support to address significant academic deficits.

English Language Arts

- Individualized literacy intervention plans
- Explicit, systematic decoding instruction (as needed)
- Intensive writing intervention with frequent feedback
- Increased instructional time in reading and writing

Mathematics

- Individualized math intervention plans
- Intensive remediation of foundational skills
- Diagnostic assessment to identify conceptual gaps
- Weekly or biweekly progress monitoring

Content Areas (Science & History)

- Individualized concept reteaching
- Structured literacy support embedded in content instruction
- Increased staff guidance and extended learning time

English Learners

- Enhanced language acquisition plans
- Increased frequency of designated ELD instruction
- Intensive literacy-language integration support
- Ongoing data review and instructional adjustment

High School Academic Interventions (Grades 9–12)

At the high school level, academic interventions emphasize credit completion, graduation readiness, college and career preparation, and advanced literacy and analytical skill development.

Tier 1 – Universal Instruction (All Students)

English Language Arts

- Standards-aligned instruction emphasizing analytical reading
- Argumentative and research-based writing
- Academic discussion protocols
- Vocabulary development across disciplines
- Structured writing feedback cycles

Mathematics

- Standards-based conceptual and procedural instruction
- Modeling and real-world problem solving
- Mathematical reasoning and discourse
- Differentiated tasks aligned to readiness levels

Science

- Inquiry-based and problem-based learning
- Lab investigations with structured analysis
- Integration of mathematics and literacy in scientific reasoning
- Academic vocabulary reinforcement

History / Social Science

- Primary source analysis and evidence-based argumentation
- Document-based writing tasks (DBQs)
- Structured academic debate and discourse
- Critical thinking and civic reasoning skills

English Language Development (ELD)

- Designated and integrated ELD aligned to graduation requirements
- Explicit language development within academic content
- Structured academic speaking and writing opportunities

Tier 2 – Targeted Intervention (Some Students)

Tier 2 supports at the high school level prioritize preventing course failure and supporting credit attainment.

English Language Arts

- Small group reading comprehension intervention
- Structured support for research and analytical writing
- Guided annotation and text analysis sessions
- Targeted vocabulary and academic language support

Mathematics

- Small group reteaching of prerequisite standards
- Strategic algebraic reasoning intervention
- Structured problem-solving routines
- Supplemental intervention sessions with progress monitoring

Science & History / Social Science

- Targeted concept reteaching
- Academic writing scaffolds
- Structured support for laboratory analysis and document-based responses

English Learners

- Targeted academic language development
- Small group language intervention
- Additional structured discourse practice
- Frequent language progress monitoring

Tier 3 – Intensive Intervention (Few Students)

Tier 3 high school interventions focus on preventing dropout and ensuring graduation readiness.

English Language Arts

- Individualized literacy intervention plans
- Intensive writing support with frequent feedback cycles
- Increased instructional time focused on graduation standards

Mathematics

- Individualized remediation targeting credit-bearing standards
- Diagnostic-driven skill intervention
- Increased frequency and duration of support sessions

Content Areas

- Individualized intervention aligned to specific failed or at-risk standards
- Extended learning time and alternative instructional materials
- Close progress monitoring tied to credit completion

English Learners

- Enhanced language and literacy plans
- Increased ELD intensity and integration with core coursework
- Ongoing data review to ensure accelerated language growth

Social-Emotional Learning (SEL) and Mental Health Support

Social-emotional learning (SEL) strategies and curricula are differentiated by grade level to address the distinct challenges faced by students at each developmental stage. In high school, SEL topics include

career development, healthy relationship skills, and stress management related to college and career planning. Middle school SEL focuses on building social skills, managing peer relationships, and navigating the complexities of adolescence. At the elementary level, SEL emphasizes emotional identification and self-regulation, cooperative play and friendship skills, and building a positive sense of self as a learner.

Students exhibiting significant social-emotional needs may receive targeted mental health support through the school's mental health program. This support may involve up to five sessions utilizing evidence-based methods such as MATCH-ADTC, Cognitive Behavior Therapy (CBT), and solution-focused therapy, ensuring students receive appropriate care for their individual needs.

Behavioral Interventions and Supports

Behavioral interventions are designed to address the specific developmental challenges faced by students at each grade span. In high school, supports focus on teaching conflict resolution, appropriate employee/employer interactions, and fostering individual accountability. Middle school interventions emphasize the development of pro-social skills and strategies for managing common adolescent issues, including contemporary issues/pressures and peer conflict resolution. Elementary interventions emphasize explicit teaching of behavioral expectations and routines, positive reinforcement systems, and early skill-building in self-regulation and problem-solving.

Response to Intervention (RtI) within MTSS

As a core component of the Multi-Tiered System of Supports (MTSS), Response to Intervention (RtI) serves to evaluate how individual students are progressing in response to implemented strategies, interventions, and supports. The RtI model is a systematic, data-driven approach that enables instructional staff to identify students who are at risk of not meeting established standards or expectations.

Through regular monitoring of student learning, educators provide targeted, research-based interventions to address specific academic needs. This ongoing process involves collecting and analyzing student performance data, ensuring that interventions are tailored to support academic success for all learners. The approach is grounded in problem-solving, with instructional teams continuously examining student responses and making necessary adjustments based on documented feedback and assessment outcomes.

Tiered System	RtI Description
Tier One	• Focuses on preventing learning difficulties and providing best first instruction for all students. • Tier One consists of a comprehensive implementation of the content area frameworks, Universal Access, as well as a comprehensive assessment and data monitoring system. • Tier One is the primary program available for all students with a focus first on instruction, collaboration, common assessments, and data analysis within grade levels or departments.
Tier Two	• Interventions are designed to meet the needs of strategic intervention students.

	• Strategic students may be “one to two standard deviations below the mean according to state assessments” (RLA Framework p. 264, Mathematics Framework, p. 231) or one to two years below grade level. • Tier Two is an additional opportunity for students to learn missing prerequisite skills required to master standards. • Progress monitoring and diagnostic assessments are used to determine specific intervention needs of students and customized short-term interventions are designed and implemented. • Most Tier Two interventions last for three to eight weeks with multiple data monitoring points throughout the intervention. • Students’ response to these interventions is monitored closely to determine if additional interventions are needed.
Tier Three	• Interventions are designed to meet the needs of intensive intervention students. • Intensive is defined as “seriously at risk as indicated by their extremely and chronically poor performance on one or more measures” (RLA Framework, p. 265, Mathematics Framework, p. 231). • Intensive interventions are used when it has been determined that students are not responding to Tier One and Tier Two interventions and will be best served by providing more intensive interventions or placement in alternative instructional materials. • Each tier simultaneously provides the best instructional program for students. • The interventions are consistently and regularly implemented and are monitored for student response. • Students needing additional support move up the pyramid through a continuum of interventions to respond to their academic needs. • As student achievement of standards improves, students gradually move down the RTI² pyramid when data indicates that less support is needed.

APPENDIX AA

DUAL ENROLLMENT AGREEMENTS

LETTER OF SUPPORT FOR DUAL ENROLLMENT SERVICES WITH ALTUS SCHOOLS

Coastline College Dual Enrollment will work with designated staff and faculty from Altus SCHOOLS toward supporting students as they navigate and access opportunities in Early College Credit. The purpose is for high school students from Altus SCHOOLS to understand the available academic offerings, matriculate, complete the class, and continue in dual enrollment in future semesters.

Coastline College and Altus SCHOOLS share a common goal of preparing all students for future success so that they can positively impact the community at large. In recognition of this common goal, **Coastline College Dual Enrollment** provides the following[1] for students enrolled in **Altus SCHOOLS**:

- Promotion Materials and Recruitment Support
- Enrollment Workshops
- Student Advising on Course Plan and Course Sequence
- Materials for teacher trainings as needed (manuals, trainings via Webcall)
- Student Progress Monitoring
- Data Sharing[2]
- Designated Fee Waiver (when applicable for online students)
- Designated contact to provide support (admission, enrollment, guidance)

Altus SCHOOLS provides the following for students participating in **Coastline College Dual Enrollment**:

- Enrollment Workshops
- Promotion Materials and Recruitment Events
- Designated contact/s trained in Coastline's processes and protocol
- Retention and Persistence Monitoring
- Student Advising on Course Plan and Course Sequence

The items on this list may be revised by either institution to reflect its availability of services, staff, and funding.

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[1] Coastline's academic offerings are available via distance learning online for students of Altus Schools, therefore, these services will be delivered electronically.
[2] Subject to FERPA compliance.

Coastline College and **Altus SCHOOLS** remain as independent organizations, and that nothing contained herein shall be deemed to create or shall be construed as a joint venture or other proprietary relationship between or among the parties. Both organizations shall retain their separate professional and administrative responsibilities. The current partnership between **Coastline College Dual Enrollment** and **Altus SCHOOLS** will be strengthened through the opportunity to have a presence in the **Altus SCHOOLS** facility. This presence will allow easy access and convenient interaction between **Coastline Community College** and **Altus SCHOOLS**.

Donovan Bui

Donovan Bui
Dual Enrollment Project Director
Coastline College

Mary Searcy Bixby
Founder, President and Chief Executive Officer
Altus Schools

MEMORANDUM OF UNDERSTANDING REGARDING DUAL ENROLLMENT BETWEEN RIVERSIDE COMMUNITY COLLEGE DISTRICT AND ALTUS SCHOOLS

A. This Memorandum of Understanding ("MOU") is entered into by and between Riverside Community College District on behalf of Norco College of Riverside Community College District ("COLLEGE"), 3801 Market St, Riverside, CA 92501 and Altus Schools ("SCHOOL DISTRICT"), 10170 Huennekens Street, San Diego, CA 92121.

B. PURPOSE: The purpose of this MOU is to formalize the relationship between the two institutions to collectively serve and benefit high school students. The designated SCHOOL DISTRICT students will learn valuable study skills, college readiness techniques and academic knowledge to subsequently be successful in college level coursework.

C. RECITALS

a. WHEREAS, the mission of COLLEGE includes providing educational programs and services that are responsive to the needs of the students and communities within the Riverside College Community College District;

b. WHEREAS, students who complete college credit while enrolled in high school are more likely to earn high school diplomas, to enroll in community colleges and four-year colleges, to attend post-secondary education on a full-time basis, and to complete degrees in those institutions than students without these experiences;

c. WHEREAS, SCHOOL DISTRICT is a network of public charter schools located throughout Southern California;

d. WHEREAS, the parties desire to collaborate and provide college courses in that accompanying ATTACHMENT A;

e. WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures consistent with COLLEGE;

f. WHEREAS, the parties desire to enter into a MOU, which sets forth their mutual rights and responsibilities and governs their relationship regarding the subject Courses;

g. WHEREAS, the parties intend for COLLEGE to report full-time equivalent students (FTES) and obtain state apportionment for the subject Courses given through this MOU in accordance with California Code of Regulations, Title 5, sections 58050, 58051, and 58051.5;

h. WHEREAS, this MOU is Instructional, designed for the provision of online dual enrollment college classes to students while concurrently enrolled in high school.

D. PROGRAM STRUCTURE

a. All coursework will be offered online through COLLEGE.

b. All courses will be taught by COLLEGE faculty.

c. Students will not be required to pay the $46.00 p/unit enrollment fee.

d. Books and supplies will be the responsibility of the student.

e. COLLEGE will provide pre-college and post-enrollment support services, including but not limited to outreach admissions, orientation.

f. SCHOOL DISTRICT will assist with pre-enrollment advising students to ensure that students understand the permanent record (transcript) implications associated with taking college courses.

g. SCHOOL DISTRICT will assist with the publicizing of COLLEGE course availability.

E. TERMS

a. Recitals. The above recitals are incorporated herein and made a part of this MOU.

b. Effective Date and Duration. The Term of this MOU will begin on July 1, 2026 and end on June 30, 2030.

c. Early Termination. Either party may terminate this Agreement by giving written notice specifying the effective date and scope of such termination. The termination notice must be presented by January 15 for the following Fall semester and by September 1 for the following Spring semester. Written notice of termination of this Agreement shall be addressed to the responsible party listed.

d. Certifications for State Apportionment Purposes. COLLEGE certifies that the direct education costs of the courses are not being fully funded through other sources. COLLEGE certifies that it has not received full compensation for the direct education costs for the conduct of the course from other sources.

e. Regulatory Requirements for State Apportionment Purposes Applicable to All Courses Conducted Under the Terms of This MOU

i. These provisions may not be voided, modified nor waived unless otherwise expressly provided herein:

ii. Responsibilities of Each Party. COLLEGE and Riverside Community College District ("RCCD") policies and procedures apply and COLLEGE is responsible for the Courses. The Courses will comply with all applicable regulations, procedures, prerequisites and standards applicable to COLLEGE, as well as any corresponding local policies, practices, and requirements of RCCD. Both parties will collaborate on the selection and implementation of the Courses to ensure they meet the needs of the students and align with the educational goals of SCHOOL DISTRICT

iii. Enrollment Period. The enrollment period shall be determined by COLLEGE in accordance with its guidelines, policies, pertinent statutes, and regulations.

iv. Number of Course Hours Sufficient to Meet the Stated Performance Objectives. COLLEGE will determine the performance objectives for each of the Courses and the number of course hours necessary to meet the performance objectives. The performance objectives and corresponding course hours shall be specified in the related CA.

v. Supervision and Evaluation of Students. Supervision and evaluation of students shall be in accordance with COLLEGE and RCCD guidelines, policies, pertinent statutes, and regulations.

vi. Withdrawal Prior to Completion of the Course. A student's withdrawal prior to completion of the Course shall be in accordance with COLLEGE and RCCD guidelines, policies, pertinent statutes and regulations.

vii. Right to Control and Direct Instructional Activities. COLLEGE is responsible for the Courses and has the sole right to control and direct the instructional activities of all instructors.

viii. Minimum Qualifications for Instructors Teaching Courses. The Courses are taught by COLLEGE faculty who meet the minimum qualifications to provide instruction in a California community college. The minimum qualifications shall be consistent with the requirements in other similar courses and offered by COLLEGE. All instructors shall meet the qualification requirements of Title 5 CCR sections 53410 and 58060.

ix. Facilities. If Courses are offered at COLLEGE campus/off campus sites, COLLEGE will provide adequate classroom/lab/instructional space at its facilities. If Courses are offered at the SCHOOL DISTRICT campuses, SCHOOL DISTRICT will provide adequate classroom/lab/instructional space at its facilities. Each party is responsible to clean, maintain, and safeguard its classroom/lab/instructional space and warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.

x. Equipment. Course faculty shall determine the type, make, and model of all equipment and materials to be used during each Course. If Courses are offered at COLLEGE campus/off campus sites, COLLEGE will provide necessary equipment for the provision of courses. If Courses are offered at the SCHOOL DISTRICT campuses, the SCHOOL DISTRICT will provide adequate equipment for the provision of Courses. The responsibility for provision of course materials other than equipment shall be outlined in the CA.

xi. Enrollment. Enrollment shall be open to any student who has been admitted to COLLEGE and meets all applicable prerequisites. Applicable prerequisite

courses, training, or experience will be determined by COLLEGE and RCCD. Applicants must meet the standards and prerequisites of COLLEGE and RCCD.

xii. Students who are in grades 9-12 who would benefit from a college education will be allowed to enroll in the COLLEGE courses.

xiii. COLLEGE will be responsible for processing student applications. COLLEGE will provide the necessary admission forms and procedures and COLLEGE will ensure that each applicant accepted has met all the enrollment requirements, including liability and medical care coverage requirements, if any.

xiv. COLLEGE will ensure that each student completes the admissions procedure, the course enrollment process, and otherwise process student applications and enroll students in the Courses, as appropriate. SCHOOL DISTRICT will assist COLLEGE as necessary.

xv. Enrollment of high school students in COLLEGE classes on the COLLEGE campus is at the discretion of COLLEGE. High school students may not displace regularly admitted COLLEGE students.

xvi. Enrollment Fees. Pursuant to RCCD Board Policy (Education Code Section 76300(f)) the enrollment fee for students who are Special Part- Time Students (Education Code 76001) will be waived by COLLEGE and RCCD.

xvii. Records of Student Attendance and Achievement. All records of student attendance and achievement shall be submitted in accordance with COLLEGE and RCCD policies and procedures, and shall be maintained by COLLEGE and RCCD.

xviii. Ancillary Support Services for Students. Both COLLEGE and SCHOOL DISTRICT shall ensure that students enrolled in the Courses are provided ancillary and support services as may be needed, including but not limited to counseling and guidance and placement assistance.

f. Faculty. These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:

i. COLLEGE to Select Instructors. COLLEGE shall select and assign faculty.

ii. COLLEGE Shall Determine Instructor Requirements. COLLEGE shall determine the number of faculty, the ratio of faculty to students, and the subject areas of instruction.

g. Student Safety. These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:

i. During an emergency, it is the responsibility of guest administrators, teachers and students to follow the applicable facility's site emergency response plan. If there

are no conditions outlined in the plan to address guest administrators, teachers and students, the plans should be updated and disseminated to guest staff. Guest staff should participate in the host facility's normal drills. When the emergency has subsided, it is the host administration's responsibility to notify the other entity with details related to the disposition of students and staff and whether additional assistance is needed. It is important that both entities recognize that Government Code section 3100-3109 describes all public employees as "disaster service workers."

ii. Mandated Reporting: COLLEGE and RCCD acknowledges that its faculty and any community college employee who has direct contact with minors are considered mandated reporters of child abuse.

iii. Timely warning notices issued by RCCD College Police on COLLEGE campus shall also be sent to the principal or designee of the SCHOOL DISTRICT. Timely warning notices issued by SCHOOL DISTRICT shall be sent to COLLEGE president or designee.

h. Student Responsibilities. SCHOOL DISTRICT students are expected to adhere to COLLEGE and RCCD policies and Student Code of Conduct at all times. Students shall acknowledge receipt of protocols for violation follow-up. In cases of alleged violations of the COLLEGE's and RCCD's Visitor Code of Conduct and Student Code of Conduct, COLLEGE will notify SCHOOL DISTRICT and work collaboratively with the district to address the issue and determine appropriate disciplinary action, up to and including removal from the program.

i. Academic Accommodations. COLLEGE will provide academic accommodations for students with disabilities. It is the student's responsibility to identify the need for such accommodation and to notify the course instructor within the first week of class. SCHOOL DISTRICT will ensure that RCCD academic accommodation request forms and guidelines are available to individual students and counselors as needed. Accommodations related to classroom access will be the responsibility of the party on whose campus Courses are offered.

j. Student Confidentiality. These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:

i. Both institutions shall be familiar with, understand, and follow applicable SCHOOL DISTRICT and COLLEGE and RCCD policies and procedures.

ii. Both institutions shall keep confidential student information in conformance with all policies and procedures of COLLEGE and SCHOOL DISTRICT, as well as applicable state and federal laws and regulations, including but not limited to federal Family Educational Rights and Privacy Act (FERPA) of 1974. Both institutions' obligations hereunder shall include the obligation to defend, indemnify, and hold harmless the indemnified parties from and against any and

all claims asserted, or liability established, for damages or injuries to any person or property which may arise from, or are connected with, or are caused, or claimed to be caused, by the failure to comply with student confidentiality requirements.

k. Employee Responsibilities

   i. Staffs are responsible for knowing all relevant policies, procedures, and protocols of their assigned campus as well as the responsibilities for student safety and confidentiality of student records and as described in this MOU.

   ii. No officer, agent or employee of SCHOOL DISTRICT or COLLEGE shall be deemed an officer, agent or employee of the other party. Neither SCHOOL DISTRICT nor COLLEGE, nor any officer, agent or employee thereof, shall be entitled to any benefits to which employees of the other party are entitled, including, but not limited to, overtime, retirement benefits, workers' compensation benefits, injury leave, or other leave benefits.

   iii. The Parties understand that each Party will fulfill its responsibilities under this MOU in accordance with the provisions of law and regulation that govern their individual activities. Nothing in this MOU is intended to negate or otherwise render ineffective any such provisions or the operating procedures of either Party. If at any time either Party is unable to perform its functions under this MOU consistent with such Party's statutory and regulatory mandates, the affected Party shall immediately provide written notice to the other Party seeking a mutually agreed upon resolution.

l. Funding/Expenses. These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:

   i. Apportionment - Concurrently enrolled high school students shall receive college credit for all college classes offered by COLLEGE. COLLEGE shall claim all attendance of concurrently enrolled high school students in college classes for state funding. SCHOOL DISTRICT will ensure that all students granted permission by the high school principal and parent to attend a college class while concurrently enrolled in high school are not claimed for Average Daily Attendance (ADA) in accordance with state regulations.

   ii. Textbooks and Instructional Materials - SCHOOL DISTRICT will ensure that concurrently enrolled high school students shall obtain textbooks and required materials for all college classes.

   iii. Enrollment Fees - COLLEGE and RCCD agrees to waive the enrollment fee for all concurrently enrolled SCHOOL DISTRICT high school students.

iv. Non-resident Tuition - Concurrently enrolled high school students who are not residents of the State of California for tuition purposes shall have their non-resident tuition waived.

v. Health Fee - Concurrently enrolled high school students enrolling in dual enrollment classes shall not be required to pay the COLLEGE health fee.

m. Data Sharing/Ownership. These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:

i. RCCD and SCHOOL DISTRICT desire to monitor and evaluate student progress and success and improve education programs through the analysis of academic performance data concerning their students; and

ii. In order to obtain necessary historical performance data on students exiting from SCHOOL DISTRICT and subsequently enrolling at COLLEGE, it is necessary for the parties to share student data on an ongoing basis at times and in forms agreed to by the parties. COLLEGE will subsequently provide at times and in forms agreed by the parties' data back to SCHOOL DISTRICT concerning the performance of the former SCHOOL DISTRICT students who subsequently enrolled at COLLEGE.

iii. COLLEGE and RCCD shall maintain the confidentiality of any and all records and information acquired in the course of services provided under this MOU, including protection of names and other identifying records information from unauthorized disclosure. COLLEGE and RCCD may share and disclose student records only as authorized by pertinent state and federal laws, including but not limited to, the express, written consent of the student's parent or guardian, and the release of statistical information, which does not include any personally identifiable student information. The parties to this Agreement shall comply with all applicable state and federal laws and regulations regarding the confidentiality of records, including but not limited to the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), and the rules promulgated thereunder, including the privacy standards adopted by the U.S. Department of Health and Human Services and set forth in 45 C.F.R. Parts 160 and 164("HIPAA Privacy Rule"), as amended from time to time, and the security standards adopted by the U.S. Department of Health and Human Services and set forth in 45 C.F.R. Parts 160, 162 and 164 ("HIPAA Security Rule"), as amended from time to time (collectively, the "HIPAA Rules"), and the Health Information Technology for Economic and Clinical Health ("HITECH") Act, Title XIII of Division A and Title IV of Division B of the American Recovery and Reinvestment Act of 2009, and any other applicable confidentiality laws including, but not limited to, the California Confidentiality of Medical Information Act ("CMIA"), as amended from time to time.

iv. The parties to this MOU will maintain as confidential all data received from the other party. Each party will establish at least the safeguards set forth in this paragraph to ensure the continued confidentiality and security of the student data and to preclude the personal identification of students by persons other than designated officials of the districts. All student records will be kept in secure facilities. All staff involved in the data sharing process will be required to sign a confidentiality agreement promising to keep confidential all information concerning students. The use of passwords will be required to access the data. Procedures will be put in place that require the changing of these passwords on a frequent basis. Any information published in any form will not have the potential to identify individual students.

v. The parties further agree that SCHOOL DISTRICT will remind parents of students participating in concurrent or dual enrollment that parents cannot access their child's COLLEGE/RCCD academic record without written permission of the student.

n. Indemnification and Insurance. These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:

i. Liability - The parties agree to allocate potential liability between themselves with the intent that COLLEGE shall generally be responsible for the acts and omission of its own employees and SCHOOL DISTRICT shall generally be responsible for the acts and omissions of its own employees, as specifically set forth below in Section B., Mutual Indemnification.

ii. Mutual Indemnification - In lieu of and notwithstanding the pro rata risk allocation which might otherwise be imposed between the parties pursuant to Government Code Section 895.6, or any other statute, regulation or rule that may otherwise affect the terms of this MOU, the parties agree that all losses or liabilities incurred by a party shall not be shared pro rata, but instead COLLEGE and SCHOOL DISTRICT agree to the following:

1. Claims Arising from Sole Acts or Omissions of COLLEGE - COLLEGE agrees to defend and indemnify SCHOOL DISTRICT, its agents, officers and employees from any claim, action or proceeding against SCHOOL DISTRICT, arising solely out of the acts or omissions of COLLEGE in the performance of this Agreement. At its sole discretion, SCHOOL DISTRICT may participate at its own expenses in the defense of any claim, action or proceeding, but such participation shall not relieve COLLEGE of any obligation imposed by this Agreement. SCHOOL DISTRICT shall notify COLLEGE promptly of any claim, action or proceeding and cooperate fully in its defense.

2. Claims Arising from the Sole Acts or Omissions of SCHOOL DISTRICT - SCHOOL DISTRICT agrees to defend and indemnify

COLLEGE, its agents, officers and employees from any claim, action or proceeding against the COLLEGE, arising solely out of the acts or omissions of SCHOOL DISTRICT in the performance of this MOU. At its sole discretion, COLLEGE may participate at its own expense in the defense of any claim, action or proceeding, but such participation shall not relieve the SCHOOL DISTRICT of any obligation imposed by this MOU. COLLEGE shall notify SCHOOL DISTRICT promptly of any claim, action or proceeding and cooperate fully in the defense.

3. Claims Arising from Concurrent Acts or Omissions - COLLEGE agrees to defend itself and SCHOOL DISTRICT agrees to defend itself, from any claim, action or proceeding arising out of the concurrent action or omissions of COLLEGE and SCHOOL DISTRICT. In such cases, COLLEGE and SCHOOL DISTRICT agree to retain their own legal counsel, bear their own defense costs, and waive their right to seek reimbursement of such costs except as provided in the paragraph below.

4. Joint Defense - Notwithstanding paragraph above, in a case where COLLEGE and SCHOOL DISTRICT agree in writing to a joint defense, COLLEGE and SCHOOL DISTRICT may appoint joint defense counsel to defend the claim, action or proceeding arising out of the concurrent acts or omission of SCHOOL DISTRICT and COLLEGE. Joint defense counsel shall be selected by mutual agreement of COLLEGE and SCHOOL DISTRICT. COLLEGE and SCHOOL DISTRICT agree to share the costs of such joint defense and any agreed settlement in equal amounts, except as provided in paragraph 5 below. COLLEGE and SCHOOL DISTRICT further agree that neither party may bind the other to a settlement agreement without the written consent of both COLLEGE and SCHOOL DISTRICT.

5. Reimbursement and/or Reallocation - Where a trial verdict, or neutral third party in an arbitration award allocates or determines the comparative fault of the parties, COLLEGE and SCHOOL DISTRICT may seek reimbursement and/or reallocation of defense costs, settlement payments, judgments and awards, consistent with such comparative fault.

o. Insurance - Without limiting the indemnification, each party shall maintain or cause to be maintained the following insurance coverage:

   i. A policy of commercial general liability with limits of liability not less than one million dollars ($1,000,000) per occurrence and two million dollars ($2,000,000) annual aggregate;

   ii. General Liability Insurance: $1,000,000 per occurrence and

iii. $3,000,000 aggregate. (Coverage of $1,000,000 per occurrence and $2,000,000 aggregate with a $1,000,000 umbrella policy is acceptable.)

iv. Sexual Misconduct Liability Insurance: $1,000,000 per occurrence and $2,000,000 aggregate.

v. Additional Insured Endorsement: The District shall name Agency as an additional insured.

vi. A policy of workers' compensation providing statutory coverage;

vii. A policy of professional errors and omissions liability with limits of liability not less than one million dollars ($1,000,000) per occurrence/aggregate; and

viii. Such other insurance or self- insurance as shall be necessary to insure it against any claim or claims for damages arising under the Agreement. Insurance afforded by the commercial general liability policy shall be endorsed to provide coverage to the other party as an additional insured. A Certificate of Insurance certifying that coverage as required herein has been obtained shall be provided to the other party. The requirements of this section may be satisfied by the provision of similar coverage through a self-insurance program.

p. Entire Agreement. This MOU and any related CAs constitute the entire agreement between the parties with regard to the Courses and supersedes any prior or contemporaneous understanding or agreement. No party has been induced to enter into this MOU by, nor is any party relying on, any representation or promise outside those expressly set forth in this MOU and any related CA.

q. Amendment. The provisions of this MOU may be modified only by mutual agreement of the parties. No modification shall be binding unless it is in writing and signed by the party against whom enforcement of the modification is sought.

r. Waiver. Unless otherwise precluded by the terms of this MOU, terms or conditions may be waived by the party entitled to the benefit of the term or condition, but no such waiver shall affect or impair the right of the waiving party to require observance, performance, or satisfaction of that term or condition as it applies on a subsequent occasion.

s. Assignment. Neither party may assign any rights or benefits or delegate any duty under this MOU without written consent of the other party. Any purported assignment without written consent shall be void.

t. Parties in Interest. Nothing in this MOU, whether express or implied, is intended to confer any rights or remedies under or by reason of this MOU on any person other than the parties to it and their respective successors and assigns, nor is anything in this MOU intended to relieve or discharge the obligation or liability of any third person to any party to this MOU, nor shall any provision give any third person any right to subrogation or action against any party to this MOU.

u. Severability. If any provision of this MOU is held by an arbitrator or court of competent jurisdiction to be invalid or unenforceable, the remainder of the MOU shall continue in full force and effect and shall in no way be impaired or invalidated.

v. Notices. Any notice under this MOU shall be in writing, and any written notice or other document shall be deemed to have been duly given on the date of personal service on the parties or on the second business day after mailing if the document is mailed by registered or certified mail, addressed to the parties at the addresses set forth below, or at the most recent address specified by the addressee through written notice under this provision. Failure to conform to the requirement that mailings be done by registered or certified mail shall not defeat the effectiveness of notice actually received by the addressee.

w. Authority to Enter Into MOU. Each party to this MOU represents and warrants that it has the full power and authority to enter into this MOU and to carry out the transactions contemplated by it and that it has taken all action necessary to authorize the execution, delivery, and performance of this MOU.

x. Retention and Audit of Records. Each party shall maintain records pertaining to this MOU and related CAs as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

F. IN WITNESS WHEREOF, the parties hereto have caused this MOU to be executed the day and year first below written.

By: Mary Searcy Bixby Date: June 11, 2026

Mary Searcy Bixby, Superintendent School Services and Founder
ALTUS SCHOOLS

By: Date: 07-16-2026

Aaron Brown, Vice Chancellor
RIVERSIDE COMMUNITY COLLEGE DISTRICT

Riverside Community College District - Dual Enrollment Pathways

College: Norco College
High School/District: Altus Schools
Dates: 2026-2030
Student Details: Number of High School Students: 40 Projected FTES: 6.5
Criteria to Assess Ability to Benefit: High school administration will review and approve students based on their criteria to benefit from the program.

General Education Pathway (CalGETC - General Education Pattern for UC & CSU Transfer)

Course Details:
Scope & Nature: Online
Time & Location: Online

	Summer Term	Fall Term	Winter Term	Spring Term
Area 1A: English Composition (One course: 3 semester or 4 quarter units)		ENGL-C1000** "English Composition" (formerly ENGL-1A)		
Area 1B: Critical Thinking and Composition (One course: 3 semester or 4 quarter units)				ENGL-C1003** "Critical Thinking and Writing through Literature" (formerly ENGL-1B)
Area 1C: Oral Communication (One Course: 3 semester or 4 quarter units)				
Area 2 – Mathematical Concepts and Quantitative Reasoning (One course: 3 semester or 4 quarter unit)				
Area 3A: Arts (One course: 3 semester or 4 quarter units)			ARTH-6** "Art Appreciation"	MUS-19** "Music Appreciation"
Area 3B: Humanities (One course: 3 semester or 4 quarter units)				HIST-C1002** "United States History since 1865" (formerly HIST-7)
AREA 4 – Social and Behavioral Sciences (Two courses: two academic disciplines. 6 semester or 8 quarter units)		POLS-C1000** American Politics (Formerly POLS-1)		HIST-C1002** "United States History since 1865" (formerly HIST-7)
		PSYC-C1000** "General Psychology" (formerly PSYC-1)		
Area 5A: Physical Science (One course: 3 semester or 4 quarter units)***				
Area 5B: Biological Science (One course: 3 semester or 4 quarter units)***				
Area 5C: Laboratory (1 semester or 1 quarter unit)				
Area 6 – Ethnic Studies (One course: 3 semester units or 4 quarter units)				
CSU Graduation Requirement Only in United States History, Constitution, and Government: US-1 - U.S. History				
CSU Graduation Requirement Only in United States History, Constitution, and Government:US-2 - Constitution and Government		POLS-C1000** American Politics (Formerly POLS-1)		
UC Graduation Requirement Only - Language Other Than English				ASL-1* "American Sign Language 1"

Transferable Electives

	Summer Term	Fall Term	Winter Term	Spring Term
Transferable Elective Courses	GUI-47* "Introduction to Career Exploration"	GUI-47* "Introduction to Career Exploration"	GUI-47* "Introduction to Career Exploration"	GUI-47* "Introduction to Career Exploration"

MEMORANDUM OF UNDERSTANDING

BETWEEN

ALTUS SCHOOLS

AND

SAN DIEGO COMMUNITY COLLEGE DISTRICT

This Memorandum of Understanding, hereinafter referred to as the "Agreement," is entered into by and between Altus Schools, 10170 Huennekens Street, San Diego, CA 92121, hereinafter referred to as "Altus," and the San Diego Community College District, 3375 Camino del Rio South, San Diego, California 92108, hereinafter referred to as "SDCCD."

I. PURPOSE

The purpose of this Agreement is to formalize the relationship between the two institutions to collectively serve and benefit students in the San Diego community. This document shall serve as a master agreement for programs in which Altus students participate in coursework or learning delivered by SDCCD colleges, and by which all individual educational partnerships are authorized. The term of the Agreement is from July 1, 2025 through June 30, 2027.

II. DESCRIPTION OF PARTNERSHIPS

The Altus Superintendent/CEO and the SDCCD College President or their designees are authorized to enter into educational partnership agreements in accordance with the terms and conditions of this master Agreement.

The following are the categories of educational partnerships:

A. **Instructional-** Provision of college classes to students while concurrently enrolled in high school. Enrollment of high school students in community college classes on the community college campus is at the discretion of the community college. High school students may not displace regularly admitted community college students. High school students may only participate in one educational partnership program at a time. All Courses must follow SDCCD's required hours of instruction and meet SDCCD's minimum enrollment requirements.

B. **Student Services and Outreach** - Collective efforts to provide information and transition services to middle and high school students, including but not limited to: course placement, transfer planning, degree and certificate programs, orientation, financial aid, campus tours, tutoring, and college and career planning. Such student services may be coordinated directly between the SDCCD college president's designee and the Altus high school principal.

C. **Institutions** - The "host" institution is the SDCCD or Altus campus at which the program or service/outreach is being held. "Guest" staff are the SDCCD or Altus program representatives working on the other institution's campus (i.e., Altus staff are "guests" on SDCCD campuses, and SDCCD staff are "guests" on Altus campuses.

III. FACULTY WORKING CONDITIONS

A. **Academic Freedom** - SDCCD faculty participating in educational partnership programs with Altus shall retain complete academic freedom as defined in Board Policy 4030 and the AFT Collective Bargaining Agreement (CBA Section 12.1). Faculty have the right to teach, research, and communicate ideas without censorship or interference and shall be evaluated based on academic merit and constitutional protections of free speech. This includes the freedom to select course content, materials, and pedagogy in accordance with college-level expectations and standards.

B. **Safety and Environmental Conditions -** Faculty teaching on Altus campuses shall have the right to report safety or facility issues (e.g., noise, temperature, ventilation) to the appropriate Altus site liaison. Unresolved issues shall be escalated to SDCCD Educational Services and Altus. SDCCD and Altus agree to jointly address facility complaints that impact instructional continuity or health and safety.

IV. STUDENT SAFETY

A. During an emergency, it is the responsibility of guest administrators, teachers, and students to follow the applicable facility's site emergency response plan. If there are no conditions outlined in the plan to address guest administrators, teachers, and students, the plans should be updated and disseminated to guest staff. Guest staff should participate in the host facility's normal drills. When the emergency has subsided, it is the host administration's responsibility to notify the other entity of details related to the disposition of students and staff and whether additional assistance is needed. It is important that both entities recognize that Government Code sections 3100-3109 describe all public employees as "disaster service workers."

B. Mandated Reporting - SDCCD acknowledges that its faculty and any community college employee who has direct contact with minors are considered mandated reporters of child abuse.

C. The principal or director of every Altus school program held on SDCCD property shall be designated as a campus security authority (CSA) within the meaning of the Clery Act (20 US 1092[f]). SDCCD will be responsible for training the designated CSA.

D. Incidents of Sexual Violence – Altus agrees to take responsibility for victim support and appropriate follow-up for all incidents of sexual violence involving an Altus student attending high school classes on the college campuses. Reports of sexual violence involving Altus students concurrently enrolled in college classes shall be processed through the college Title IX Coordinator in consultation with the partnership high school.

E. Timely warning notices issued by SDCCD College Police shall also be sent to the Altus lead. Timely warning notices issued by Altus shall be sent to the respective SDCCD site lead.

VI. STUDENT RESPONSIBILITIES

A. Altus students are expected to adhere to SDCCD policies and the Student Code of Conduct at all times. Students shall acknowledge receipt of the protocols for violation follow-up. Any disciplinary action for students enrolled in educational partnerships is the responsibility of Altus. The college reserves the right to remove an Altus student who is attending a class hosted on the college campus, or from the college campus, for violating SDCCD's Visitor Code of Conduct. Students and parents of students attending high school classes on the college campus understand that they are guests and must comply with the

Visitor Code of Conduct at all times.

B. SDCCD will provide academic accommodations to students with disabilities in accordance with applicable laws and regulations. Students are responsible for identifying their accommodation needs and notifying the course instructor in advance of the course start date, or as early as possible. Altus will ensure that SDCCD accommodation request forms and related guidelines are accessible to students and counselors for their use.

VII. STUDENT CONFIDENTIALITY

A. Both institutions shall be familiar with, understand, and follow applicable Altus and SDCCD policies and procedures, which are available on the districts' websites (www.altus4u.com, www.sdccd.edu).

B. Both institutions shall keep confidential education records and other student information in conformance with all policies and procedures of both districts, as well as applicable state and federal laws and regulations, including but not limited to the Federal Family Educational Rights and Privacy Act (FERPA) of 1974 and BP 5040 - Student Records, Directory Information and Privacy. FERPA protections apply to the education records of students upon their enrollment or attendance at the institution regardless of age. Both institutions' obligations hereunder shall include the obligation to defend, indemnify, and hold harmless the indemnified parties from and against any and all claims asserted, or liability established, for damages or injuries to any person or property which may arise from, or are connected with, or are caused, or claimed to be caused, by the failure to comply with student confidentiality requirements. Each institution shall provide annual notifications to parents/guardians or eligible students of their rights under FERPA, as required by law.

VIII. EMPLOYEE RESPONSIBILITIES

A. Staff are responsible for knowing all relevant policies, procedures, and protocols of their assigned campus (SDCCD staff on Altus campuses and vice versa), as well as the responsibilities for student safety and confidentiality of student records and as described in Sections IV and VI of this Agreement.

B. Altus Staff are responsible for securing signed acknowledgment of risk forms from the student's legal guardian. SDCCD and Altus will jointly develop the form and include language covering Education Code 48980. The form will include, among other items, acknowledgment that the course content of classes offered by SDCCD is college-level and might not otherwise be appropriate for minor students and that SDCCD facilities are open campuses. In addition, Altus staff are responsible for securing signed consent for SDCCD to authorize medical treatment on behalf of students from the student's legal guardian. Such executed forms are to be provided to SDCCD prior to the commencement of the first day of any classes or programs covered by this Agreement.

C. SDCCD agrees to provide Altus with its current campus/district policies, procedures, and protocols that impact Altus staff and parents prior to the start of the Fall semester. The Altus (Superintendent or CEO) representative and the principal of the corresponding high school agree to accept these materials on behalf of Altus and acknowledge that staff, students, and parents will be made aware of and trained on these materials, as acknowledged by the signature of receipt of these materials. Further, Altus agrees not to commence classes for its students in the fall of each academic year until said materials have been acknowledged through the signature of both the Altus Superintendent's representative and the principal of the corresponding high school. In the event that SDCCD does not provide Altus with these materials by the end of August of each academic year, then the preceding year's rules and protocols shall govern

both parties, and the same acknowledgment format of acceptance of these rules and protocols will be followed by Altus.

D. No officer, agent, or employee of Altus or SDCCD shall be deemed an officer, agent, or employee of the other party. Neither Altus nor SDCCD, nor any officer, agent, or employee thereof, shall be entitled to any benefits to which employees of the other party are entitled, including, but not limited to, overtime, retirement benefits, workers' compensation benefits, injury leave, or other leave benefits.

E. In the event of Altus or SDCCD online learning, online courses may be made available to students.

IX. FUNDING/EXPENSES

A. Apportionment - Concurrently enrolled high school students shall receive college credit for all college classes offered by the SDCCD. SDCCD shall claim all attendance of concurrently enrolled high school students in college classes for state funding. Altus will ensure that all students granted permission by the high school principal and parent to attend a college class while concurrently enrolled in high school are not claimed for Average Daily Attendance (ADA) in accordance with state regulations.

B. Textbook and Instructional Materials - Altus will ensure that concurrently enrolled high school students shall obtain textbooks and required materials for all college classes.

C. Enrollment Fees - SDCCD agrees to waive the enrollment fee for all concurrently enrolled Altus high school students participating in educational partnerships.

D. Non-resident Tuition - Concurrently enrolled high school students who are not residents of the State of California for tuition purposes shall have their non-resident tuition waived.

E. Health Fee - Concurrently enrolled high school students attending classes on the San Diego City College campus shall NOT be subject to the SDCCD health fees.

X. DATA SHARING AGREEMENT

A. SDCCD and Altus desire to monitor and evaluate student progress and success and improve education programs through the analysis of academic performance data concerning their students; and

B. In order to obtain necessary historical performance data on students exiting from Altus and subsequently enrolling in SDCCD, it is necessary for the parties to share student data on an ongoing basis at times and in forms agreed to by the parties. SDCCD will subsequently provide, at times and in forms agreed by the parties, data back to Altus concerning the performance of the former Altus students who subsequently enrolled at SDCCD. Altus will share a student directory for all seniors to also provide students with opportunities to engage in college-led onboarding for post-high school enrollment.

C. The parties to this Agreement will maintain that all data received from the other party is confidential and securely maintained. Each party will establish at least the safeguards set forth in this paragraph to ensure the continued confidentiality and security of the student data and to preclude the personal identification of students by persons other than designated officials of the districts. All student records will be kept in

secure facilities. All staff involved in the data sharing process should be FERPA trained and promise to keep all information concerning students confidential. Passwords will be required to access the data. Procedures will be put in place that require the changing of these passwords to be changed frequently. Any information published in any form will not have the potential to identify individual students.

D. Altus shall annually provide SDCCD with a National Student Clearinghouse (NSC) complete file with student-level data in order for SDCCD to provide District, College, and Site-level reporting about the number of Altus students without early college credit who enroll at 4-year universities or other community colleges.

E. INCIDENTS – Each Party agrees to report to the designated Privacy Officer of the Provider, in writing, any suspected or actual unauthorized use, disclosure, access, handling, storage, or other privacy or security incident (collectively "Incident") involving Provider PII or systems that handle Provider PII of which the Recipient becomes aware as soon as possible, and at least within fifteen (15) calendar days of Recipient's discovery of such Incident. In the event of an Incident that arises from the acts or omissions of Recipient or its employees, subcontractors, agents, or representatives, and that requires notification of government agencies and individuals, Recipient will cooperate fully with Provider and will carry out the notification requirements subject to Provider's prior approval of any written reports, unless Provider elects to carry out the notifications. The Parties agree to mitigate, to the greatest extent possible, any deleterious effects from any Incident involving PII of which Parties become aware.

XI. INDEMNIFICATION AND INSURANCE

A. Liability - The parties agree to allocate potential liability between themselves with the intent that SDCCD shall generally be responsible for the acts and omissions of its own employees and Altus shall generally be responsible for the acts and omissions of its own employees, as specifically set forth below in Section B., Mutual Indemnification.

B. Mutual Indemnification - In lieu of and notwithstanding the pro rata risk allocation which might otherwise be imposed between the parties pursuant to Government Code Section 895.6, or any other statute, regulation or rule that may otherwise affect the terms of this Agreement, the parties agree to mutually indemnify and agree that SDCCD and SDUSD shall not be liable for, and shall defend, indemnify and hold harmless the Parties, and its agents, employees and representatives (hereinafter collectively referred to as Parties, from any claim, demand, penalty, loss, damage, obligation, cause of action, judgement, expense, cost, and liability of every kind and nature whatsoever, including attorney's fees and court costs (hereinafter collectively referred to as "Claim"), which arise out of or in connection with the performance of this Agreement arising either directly or indirectly from any act, error or omission or negligence of each Party, or its officers, employees, agents, contractors, licensees, or servants, including without limitation Claims caused by concurrent negligent act, error or omission. The Parties shall not be obligated however, to indemnify the Parties from a Claim if it is determined by a court of competent jurisdiction that such Claim was caused by the sole negligence or willful misconduct of the other Party.

i. Claims Arising from Sole Acts or Omissions of SDCCD - The SDCCD agrees to defend and indemnify Altus, its agents, officers, and employees from any claim, action, or proceeding against Altus, arising solely out of the acts or omissions of the SDCCD in the performance of this Agreement. At its sole discretion, Altus may participate at its own expenses in the defense of any claim, action, or proceeding, but such participation shall not relieve the SDCCD of any obligation imposed by this Agreement. Altus shall notify the SDCCD promptly of any claim, action, or proceeding and cooperate fully in its

defense.

ii. Claims Arising from the Sole Acts or Omissions of Altus – Altus agrees to defend and indemnify the SDCCD, its agents, officers, and employees from any claim, action, or proceeding against SDCCD, arising solely out of the acts or omissions of Altus in the performance of this Agreement. At its sole discretion, SDCCD may participate at its own expense in the defense of any claim, action, or proceeding, but such participation shall not relieve Altus of any obligation imposed by this Agreement. SDCCD shall notify Altus promptly of any claim, action, or proceeding and cooperate fully in the defense.

iii. Claims Arising from Concurrent Acts or Omissions - SDCCD agrees to defend itself, and Altus agrees to defend itself from claims, actions, or proceedings arising out of the concurrent actions or omissions of SDCCD and Altus. In such cases, SDCCD and Altus agree to retain their own legal counsel, bear their own defense costs, and waive their right to seek reimbursement of such costs except as provided in the paragraph below.

iv. Joint Defense - Notwithstanding the paragraph above, in a case where SDCCD and Altus agree in writing to a joint defense, SDCCD and Altus may appoint joint defense counsel to defend the claim, action, or proceeding arising out of the concurrent acts or omissions of Altus and SDCCD. Joint defense counsel shall be selected by mutual agreement of the SDCCD and Altus. SDCCD and Altus agree to share the costs of such joint defense and any agreed settlement in equal amounts, except as provided in paragraph 5 below. SDCCD and Altus further agree that neither party may bind the other to a settlement agreement without the written consent of both SDCCD and Altus.

v. Reimbursement and /or Reallocation - Where a trial verdict, or a neutral third party in an arbitration award, allocates or determines the comparative fault of the parties, SDCCD and may seek reimbursement and /or reallocation of defense costs, settlement payments, judgments, and awards, consistent with such comparative fault.

C. Insurance - Without limiting the indemnification, each party shall maintain or cause to be maintained the following insurance coverage:

i. A policy of commercial general liability with limits of liability not less than one million dollars ($1,000,000) per occurrence and two million dollars ($2,000,000) annual aggregate;
ii. A policy of workers' compensation providing statutory coverage;
iii. A policy of professional errors and omissions liability with limits of liability not less than one million dollars ($1,000,000) per occurrence/aggregate; and
iv. Such other insurance or self-insurance as shall be necessary to insure it against any claim or claims for damages arising under this Agreement. Insurance afforded by the commercial general liability policy shall be endorsed to provide coverage to the other party as an additional insured. A Certificate of Insurance certifying that coverage as required herein has been obtained shall be provided to the other party. The requirements of this section may be satisfied by the provision of similar coverage through a self-insurance program.

XI.TERMNATION

This Agreement may be terminated upon six months' written notice by either party. Such termination shall not be deemed to be a breach of this Agreement, nor shall it be deemed to be tortious conduct. Notification of

termination must be submitted six months prior to the beginning of the semester for which it will be in effect. Each individual program agreement made pursuant to this master Agreement must address how the program will cease should this master Agreement be terminated.

XIII. ASSIGNMENT

Neither Altus nor SDCCD may assign or transfer any interest in this Agreement without the prior written consent of the other party.

XIV. NOTICES

Any notice permitted or required under this Agreement shall be in writing and signed by the party giving or serving the same, and shall be served either by personal delivery or certified mail to the following person and at the following addresses:

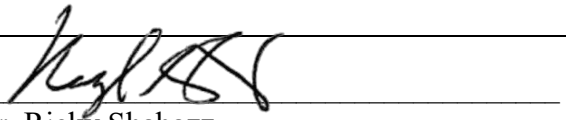
San Diego Community College District
Ricky Shabazz
President
San Diego City College
1313 Park Blvd., San Diego, CA 92101

San Diego Community College District
Susan Topham
Vice Chancellor, Educational Services
San Diego Community College District
3375 Camino Del Rio South San Diego, California 92108

XVII. CONTRACT DOCUMENTS

This Agreement includes the terms and conditions set forth in this document. The duly authorized representatives of the parties sign this Agreement below.

SAN DIEGO COMMUNITY COLLEGE DISTRICT	ALTUS SCHOOLS
Susan Topham Dr. Susan Topham Vice-Chancellor, Educational Services San Diego Community College District 3375 Camino del Rio South San Diego, CA 92108 Date: 03/02/2026	Mary Searcy Bixby Mary Searcy Bixby Superintendent School Services, Founder Altus Schools 10170 Huennekens Street San Diego, CA 92121 Date: January 23, 2026

 Dr. Ricky Shabazz President San Diego City College 1313 Park Blvd. San Diego, CA 92101 Date: 2/10/26	

APPENDIX BB

ARTICULATION AGREEMENTS

CTE CREDIT BY EXAM AGREEMENT

MiraCosta College, in cooperation with Altus Charter Schools has agreed to grant Credit for Prior Learning: Credit by Exam to students meeting the grade requirements and completing the registration process for the following specific course:

High School(s): Altus Charter Schools

High School Course Name: Child Development 1,2

Number of High School Credits:3 Number of High School Instruction Hours: 180

MiraCosta College Course: CHLD 112: Child Growth and Development

MiraCosta College Number of Units: 3

Agreement valid for academic years: 2026-2027 and 2027-2028

I. COURSE INFORMATION

The MiraCosta public course outline and high school course outline follow the signature page.

II. CRITERIA FOR AWARD OF COLLEGE CREDIT

Credit for the credit by exam course listed above may be received if all of the following criteria are met:

1. The high school instructor will utilize MiraCosta faculty approved exams, projects, or portfolios to assess student learning outcomes.
2. This high school teacher, or school district designee, has provided course rosters to MiraCosta.
3. The student has completed an Application for Admission to MiraCosta College, has obtained a college SURF ID number, and has submitted a petition for credit via the process administered by the college to manage students applying for credit by exam (CBE) via high school agreement(s).
4. The student has completed the articulated high school course(s) listed in this agreement with a credit-by-exam and course grade of "B" or better. NOTE: Credit-by-exam does not necessarily involve only a written exam. It is a demonstration of proficiency. A portfolio, an oral interview, a demonstration project, a modified final examination, etc. may also be acceptable as determined by the lead college faculty and/or college department chair.
5. The final exam/assessment grade is transcripted and noted as CREDIT BY EXAM on the MiraCosta College transcript.
6. The high school teacher, or school district designee, shall submit all grades and credit recommendations by the college deadline to ensure that credit is transcripted in a

timely manner.

7. MiraCosta College and the high school/high school district agree to share student data that includes personal identification information, as necessary to validate college enrollment, credit eligibility, and credit awarded. Information will only be shared with designated high school and college personnel.

Family Educational Rights and Privacy Act (FERPA)
Due to FERPA laws, MiraCosta College staff are prohibited from sharing information regarding a student's record with anyone besides the student and designated K12 educators and staff. This includes, but is not limited to, parents and guardians.

Instructor/Curriculum Changes: If there is a change in high school instructor during the term of this agreement, the agreement remains in effect if none of the course content, including final exam, project, or presentation, changes. High school administration is responsible for ensuring that the new instructor is aware of the credit by exam agreement and follows all procedures and criteria explained in this agreement.

When there are changes to High School courses during the two-year agreement window, the high school liaison shall immediately contact the Career Education Pathways coordinator, who shall inform the MiraCosta College discipline faculty and articulation officer of changes and/or additions to high school courses that may impact university articulations, ADTs, and/or common numbered courses. Discipline faculty may rescind the agreement if there are changes that move the High School course out of alignment.

Upon the expiration of the term of this agreement, this agreement is eligible for renewal pending (1) review of updated curriculum by both parties and (2) an agreement by all parties to extend the life of the agreement for another two-year term.

May 27, 2026		Claudia Flores	May 27, 2026
Allison Fleck Administrator of Instructional Services, Altus Schools	Date	Claudia Flores Faculty & Department Chair, MiraCosta College	Date
Cathryn Rambo	May 27, 2026	Annie Ngo (May 27, 2026 15:55:14 PDT)	May 27, 2026
Cathryn Rambo Dean of Academic Affairs and Altus Schools	Date	Dr. Annie Ngo Dean, Business & Technology	Date

Course Outline

Modify Credit Course: CHLD 112 - Child Growth and Development

Proposal Resources

If you have any questions please consult one of the following resources:

1. **CurricUNET User Guide (https://www.miracosta.edu/faculty-staff/academic-information-services/infrastructure-systems/curricunet-help.html)**

2. **Gwendolyn Partlow, Technical Support Specialist**
   Phone: 760.795.6813
   Email: gpartlow@miracosta.edu

3. **Cindy Dudley, Technical Writer**
   Phone: 760.795.6853
   Email: cdudley@miracosta.edu

4. **Joanne Benschop, Transfer and Articulation**
   Phone: 760.795.6881
   Email: jbenschop@miracosta.edu

5. **CurricUNET Admin Guide (https://www.miracosta.edu/faculty-staff/academic-information-services/infrastructure-systems/curricunet-help.html)**

No

Cover

Last Approval Date

- Approval Date
  10/22/2020

Course Number 112

Division

Career & Technical Education

Department

CHILD

Subject/Designator CHLD

Title Child Growth and Development

Abbreviated Title (30 character limit) CHILD GROWTH/DEVELOPMENT

Formerly

Rationale for Modified Course (must provide specific rationale for change to course title, course units, and catalog description)

Mandatory course update

Discipline

All courses must be placed in one (or more) State approved disciplines. For new courses or modifications to current course placements, please refer to the Placement in Disciplines List (https://www.miracosta.edu/faculty-staff/academic-information-services/infrastructure-systems/curricunet-help.html) for a list of currently approved disciplines, description of minimum qualifications, and course placements at MiraCosta when making your selections.

- Child Development/Early Childhood Education

Rationale for Discipline

Course Status

Associate Degree Requirements

Degree(s) Yes

Any degree and/or certificate affected by the addition or removal of this course must come through simultaneously with the course.

List any degrees and/or certificates this course will belong to:

- AA Human Development
- AA Child Development Associate Teacher
- AA Child Development Master Teacher
- AA Child Development Site Supervisor
- AA Child Development Teacher
- CA Child Development Associate Teacher
- CA Child Development Master Teacher
- CA Child Development Site Supervisor
- CA Child Development Teacher
- CA Early Intervention and Inclusion
- CP Child Development Assistant Teacher

English Competency No

Reading Competency No

Math Competency No

MiraCosta local general education (If requesting placement on Plan A: MiraCosta College General Education Requirements please check the appropriate GE Area(s) below):

No
GE Area (Legacy)

Course Status
Basic Skills (Course must be numbered 1-49.) No

Stand-alone No

Topics No

Work Experience/Internship No

Directed Studies No

Honors (Both the honors and non-honors version of the course must come through simultaneously.) No

Online Approval Request Yes

Online Type
Please select the combination that applies IE."New/100% Online", "New/Hybrid", "Renewal/100% Online", or "Renewal/Hybrid"
New No

Renewal Yes

100% Online Yes

Hybrid No

Duplication

This section is for NEW courses only.

Portions of the content of this course are duplicated in:
Your Discipline No

Your Department No

Another Department (including noncredit) No

List the course(s) and describe the degree of duplication

Duplication has been discussed with faculty in (check all the apply):

Your Discipline No

Your Department No

Other Department (including noncredit) No

New course created outside of author's department has been discussed with the department chairs and deans of both departments:
Department Chairs in both departments agree and support No

Deans in both schools agree and support No

Not applicable No

Hours/Scheduling Criteria

Units
Lecture Units 3.000

Lab Units 0.000

Lecture Weekly Contact Hours (must match calculated value) 3.000

Lecture Weekly Contact Hours (Calculated) 3

Lab Weekly Contact Hours (must match calculated value) 0.000

Lab Weekly Contact Hours (Calculated) 0

Total Weekly Contact Hours (must match calculated value) 3.000

Total Weekly Contact Hours (Calculated) 3

Lecture Weekly Out of Class Hours (must match calculated value) 6.000

Lecture Weekly Out of Class Hours (Calculated) 6

Lab Weekly Out of Class Hours (must match calculated value)

Lab Weekly Out of Class Hours (Calculated) 0

Total Weekly Out of Class Hours (must match calculated value) 6.000

Total Weekly Out of Class Hours (Calculated) 6

Total Units (must match calculated value) 3.000

Total Units (Calculated) 3

Total Outside of Class Hours (Calculated) 96

- 108

Total Outside of Class Hours (must match calculated value) 96.000

- 108.000

Total Semester Hours (Calculated) 48

- 54

Total Semester Hours (must match calculated value) 48.000

- 54.000

Course can be offered in increments of fewer units? No

Course Typically Offered Fall, Spring, and Summer - F,SP,SU

Grading Method ABC (optional)

Class Size Maximum

40

Materials Fee

Required Material Fees No

(https://www.miracosta.edu/faculty-staff/academic-information-services/infrastructure-systems/curricunet-help.html)

Concurrent Scheduling

Will this course be scheduled concurrently (i.e., it will meet at the same time and in the same room with any other course or group of courses)?

No
Do these concurrently scheduled courses share an identical course outline (Note: Both new and modified course proposals must be submitted simultaneously to the curriculum committee.)?

No
Identify all courses in this set:

Select the parent course in the set defined above:

Course Description

Catalog Description

This course examines the major physical, cognitive, language, and social-emotional developmental milestones for children, both typical and atypical, from conception through age six. It emphasizes the interactions between maturational processes and environmental factors within cultural and family contexts. While studying developmental theory and research methodologies, students observe children, evaluate individual differences, and analyze characteristics of development at various stages. UC CREDIT LIMITATION: Credit for CHLD 112, CHLD 113, or PSYC 121.

Schedule Description

This course examines the major physical, cognitive, language, and social-emotional developmental milestones for children, both typical and atypical, from conception through age six within cultural and family contexts.

Lecture Outline

I. Introduction to developmental perspectives
A. Developmental domains: physical, cognitive, language, social-emotional
B. Major current and historical theoretical frameworks of child development
C. Interaction of heredity and environment.

II. Research
A. Research methods: observation, experiment, interview, survey, case study
B. Research design, validity, reliability.

III. Developmental milestones
A. Conception and prenatal development
B. Birth: physiology, psychology, social, and cultural influences
C. Periods of childhood: infant/toddler, early childhood (preschool), early school age
D. Typical and atypical development.

IV. Multiple influences
A. Cultural, economic, political, historical
B. Bilingual development
C. Care and education in each period of childhood
D. Contemporary social issues that impact development.

Lab Outline

Performance Objectives

Upon successful completion of this course, students will be able to do the following:

1). Describe the typical developmental milestones of children from birth through age six, recognize atypical development, and examine various disabilities in each developmental period.
2). Apply the theories in the analysis of case studies and when observing or interacting with children; evaluate the effectiveness of various theoretical approaches in explaining the development of children.
3). Compare and contrast theoretical perspectives and formulate a personal philosophy about how children learn and develop.
4). Analyze the genetic and environmental factors that influence children's development in each of the domains (physical, cognitive, language, social-emotional).
5). Compare and contrast research methods used in the study of child development; evaluate the conclusions drawn in various research studies.
6). Assess the various factors that promote healthy development during the prenatal period.
7). Analyze how cultural, economic, political, and historical contexts affect children's development.
8). Examine contemporary social issues that impact development.

Assignments

Reading

1). Read college-level textbook(s) and note relevant concepts, theories, principles, and processes.
2). Integrate readings from the text, a reader, and/or various professional journal articles in class discussions and group tasks.
3). Assess the credibility of research on child development in newspapers, magazines, books, Internet articles, and/or other media sources.

Writing

1). Prepare essays, reflection papers, service learning field notes, and/or observations that apply terms and concepts in each developmental domain and theory.
2). Write a philosophy statement comparing and contrasting theoretical perspectives.
3). Write reviews in which students critically evaluate scientific research in human development.
4). Complete written homework assignments.

Outside-of-class (reading/writing/other)

1). Complete weekly reading assignments and study for quizzes and exams.

2). Research child development topics using library databases and/or the Internet and write a research review.
3). Complete written assignments, including essays, reflection papers, service learning field notes, and/or observations.
4). Conduct interviews for career exploration or to better understand the multiple contexts that affect development.

Methods of Instruction

Instructional methodologies will be consistent with, but not limited by, the following types or examples:

1). Instructor lectures, supported with visual aids, slide presentations, videos, handouts, and writing on the whiteboard.
2). Class discussions to apply key developmental concepts and theories related to child growth and development.
3). Collaborative student work groups in which students apply concepts discussed in the lecture and in the readings.
4). Instructor feedback and evaluation of student work.
5). Experiential learning through interviews, service learning, or observations.

Methods of Evaluation

Evaluation methodologies will be consistent with, but not limited by, the following types or examples:

1). Exams (essay and objective) and quizzes that assess the student's understanding of the theories of development, research methods, and multiple influences on development.
2). Written assignments, including research reviews, essays, and reflection papers, that demonstrate the student's ability to analyze developmental milestones from conception through age six in each domain, compare and contrast theories, and differentiate typical and atypical development.
3). Contributions to class discussions, in-class activities, and/or group projects that convey an understanding of course content, terminology, and knowledge of the subject matter.

Required Instructional Materials

At least two textbooks should be published within the last 5 years.

Textbooks

Author	Title	Edition	Publisher	Year	ISBN
Rathus, Spencer	Childhood: Voyages in Development	6th ed.	Cengage Learning	2017	978-1305861862
Charlesworth, Rosalind	Understanding Child Development	10th ed.	Cengage Learning	2017	978-1305501034
Berk, Laura E., and Adena B. Myers	Infants and Children: Prenatal Through Middle Childhood	8th ed.	Pearson	2016	978-0133936728

Author	Title	Edition	Publisher	Year	ISBN
Paris, Jennifer, Antoinette Ricardo, and Dawn Rymond	Understanding the Whole Child: Prenatal Development Through Adolescence	Version 1.2	College of the Canyons (licensed under CC BY 4.0/A derivative from the original work)	2018	https://drive.google.com/file/d/1aSoF5pvCGpgiNjVSV9Pdqg1W2jOFZXZP/view?usp=sharing

Other Required Materials

Other

WebCMS Legacy Textbooks

1). Rathus, Spencer. Childhood: Voyages in Development. 5th ed., Cengage Learning, 2014. ISBN: 1133956475
2). Charlesworth, Rosalind. Understanding Child Development. 9th ed., Cengage Learning, 2014. ISBN: 1133586694
3). Berk, Laura. Infants and Children: Prenatal Through Middle Childhood. 7th ed., Pearson Higher Education, 2012. ISBN: 0205006469
4), Arnett, Jeffrey, and Maynard, Ashley. Child Development through Middle Childhood: A Cultural Approach. Pearson Higher Education, 2013. ISBN: 0205914195

WebCMS Legacy Other Materials

Enrollments

Repeatability

Courses are not allowed to be designated as repeatable unless they meet one of the following exceptions:

- Courses in visual or performing arts or physical education may be repeated to meet a UC or CSU major preparation unit requirement.
- Courses that are linked to a sanctioned intercollegiate academic or vocational competition in which all enrolled students participate may be repeated up to three times.
- Intercollegiate athletics courses may be repeated up to three times.
- Cooperative work experience and internship studies courses may be repeated in any combination for a maximum of 16 units.

Total enrollments allowed: 1

Maximum units allowed:

Rationale for multiple enrollments

Courses Related in Content (CRC) in Physical Education, Visual Arts, and Performing Arts

Active participatory courses that share a similar primary educational objective are grouped together. Students are allowed four enrollments within each CRC group, but each course may be taken only once unless it satisfies one of the criteria above for repeatability. Enrollments include any combination of course completions, withdrawals, and repetition.

If this course shares a similar primary educational objective with one or more other courses, please name the CRC group and list all of the courses that belong within it:

Registration Requisites/Limitations

Requisites/Limitations

1. **Advisory**

Subject

ACE - ACE

Requisite Course

ACE 150 - Introduction to College Composition for Students from Multilingual Backgrounds (CURRENT)

Non-Course Requirement

Condition

or

Reason for Requisite

Course ensures students have the knowledge and skills that are necessary for success

Content Review

List the **exit skills** of the prerequisite (or advisory) course that represent the **entry skills** necessary (or strongly recommended) for success in this course, **or** list the skills students need to acquire through simultaneous enrollment in the corequisite course. This information should be obtained from the performance objectives section of the co/prerequisite or advisory COR.

Upon entering this course, the student should be able to do the following:

1). Annotate texts and summarize main ideas and supporting details in expository prose written by and for authors of diverse backgrounds; respond to written positions with ideas and examples from personal experience.
2). Identify and apply knowledge of purpose and audience in writing; use the writing process to compose multi-paragraph writing assignments characterized by a controlling idea, logical organization, and fully developed paragraphs supported by evidence and analysis.
3). Select information from a source and incorporate that information into writing by quoting, summarizing, and paraphrasing.
4). Compose a variety of correctly structured simple, compound, complex, and compound-complex sentences.
5). Demonstrate control of verb tense sequencing/usage, commas, and semicolons.
6). Apply proofreading strategies to edit at the sentence level; reduce stylistic characteristics that traditionally mark the writing of students with diverse language backgrounds.
7). Compare and contrast diverse cultural written and oral expressions.
8). Demonstrate continued development of English language acquisition through a multicultural lens.
9). Develop an awareness of other cultural values, beliefs, and ideologies expressed through the written word of diverse authors.
10). Compose summaries, reviews, and paragraphs and complete written exercises about aspects of the student's native culture.
11). Analyze the importance of culture in written expression.

Validation Method Used:

Departmental Validation

Departmental Validation

Departments are required to validate the establishment of prerequisites, corequisites, and advisories on recommended preparation through discussion and review of the following documents:

- Course Outline of Record for prerequisite, corequisite, or advisory **and** target course
- Sample assignments and exams for target course
- Sample syllabi for target course

Please make appropriate selection below.

Has department followed the Departmental Validation process?

Yes

2. **Advisory**

Subject

ENGL - ENGL

Requisite Course

ENGL 50 - Introduction to College Composition (CURRENT)

Non-Course Requirement

Condition

or

Reason for Requisite

Course ensures students have the knowledge and skills that are necessary for success

Content Review

List the **exit skills** of the prerequisite (or advisory) course that represent the **entry skills** necessary (or strongly recommended) for success in this course, **or** list the skills students need to acquire through simultaneous enrollment in the corequisite course. This information should be obtained from the performance objectives section of the co/prerequisite or advisory COR.

Upon entering this course, the student should be able to do the following:

1). Annotate texts and summarize main ideas and supporting details in expository prose written by and for authors of diverse backgrounds; respond to written positions with ideas and examples from personal experience.
2). Identify and apply knowledge of purpose and audience in writing; use the writing process to compose multi-paragraph writing assignments characterized by a controlling idea, logical organization, and fully developed paragraphs supported by evidence and analysis.
3). Select information from a source and incorporate that information into writing by quoting, summarizing, and paraphrasing.
4). Compose a variety of correctly structured simple, compound, complex, and compound-complex sentences.
5). Apply proofreading strategies to edit at the sentence level.

Validation Method Used:

Departmental Validation

Departmental Validation

Departments are required to validate the establishment of prerequisites, corequisites, and advisories on recommended preparation through discussion and review of the following documents:

- Course Outline of Record for prerequisite, corequisite, or advisory **and** target course
- Sample assignments and exams for target course
- Sample syllabi for target course

Please make appropriate selection below.

Has department followed the Departmental Validation process?

Yes

3. **Advisory**

Subject

ESL - ESL

Requisite Course

ESL 150 - Introduction to College Composition for Students from Multilingual Backgrounds (CURRENT)

Non-Course Requirement

Condition

Reason for Requisite

Course ensures students have the knowledge and skills that are necessary for success

Content Review

List the **exit skills** of the prerequisite (or advisory) course that represent the **entry skills** necessary (or strongly recommended) for success in this course, **or** list the skills students need to acquire through simultaneous enrollment in the corequisite course. This information should be obtained from the performance objectives section of the co/prerequisite or advisory COR.

Upon entering this course, the student should be able to do the following:

1). Annotate texts and summarize main ideas and supporting details in expository prose written by and for authors of diverse backgrounds; respond to written positions with ideas and examples from personal experience.
2). Identify and apply knowledge of purpose and audience in writing; use the writing process to compose multi-paragraph writing assignments characterized by a controlling idea, logical organization, and fully developed paragraphs supported by evidence and analysis.
3). Select information from a source and incorporate that information into writing by quoting, summarizing, and paraphrasing.
4). Compose a variety of correctly structured simple, compound, complex, and compound-complex sentences.
5). Demonstrate control of verb tense sequencing/usage, commas, and semicolons.
6). Apply proofreading strategies to edit at the sentence level; reduce stylistic characteristics that traditionally mark the writing of students with diverse language backgrounds.
7). Compare and contrast diverse cultural written and oral expressions.
8). Demonstrate continued development of English language acquisition through a multicultural lens.
9). Develop an awareness of other cultural values, beliefs, and ideologies expressed through the written word of diverse authors.
10). Compose summaries, reviews, and paragraphs and complete written exercises about aspects of the student's native culture.
11). Analyze the importance of culture in written expression.

Validation Method Used:

Departmental Validation

Departmental Validation

Departments are required to validate the establishment of prerequisites, corequisites, and advisories on recommended preparation through discussion and review of the following documents:

- Course Outline of Record for prerequisite, corequisite, or advisory **and** target course
- Sample assignments and exams for target course

- Sample syllabi for target course

Please make appropriate selection below.

Has department followed the Departmental Validation process?

Yes

Legacy Requisites

WebCMS Prerequisites

None

WebCMS Corequisites

None

WebCMS Advisories

Eligibility for ENGL 100

Additional Legacy Data (for Instructor permission, Special admission, not open to students with prior credit in , and tryout or audition)

Instructor Permission: None

Special Admission: None

Not open if prior credit in: None

Tryout or audition: None

*Validation Verbiage

Departmental Validation:

Departments are required to validate the establishment of prerequisites, corequisites, and advisories on recommended preparation through discussion and review of the following documents:

- Course Outline of Record for prerequisite, corequisite, or advisory **and** target course
- Sample assignments and exams for target course
- Sample syllabi for target course

Statistical Validation:

This section requires data collection to show that a student is highly unlikely to succeed in this course without the co/prerequisite. A co/prerequisite may be established for not more than two years while research is being conducted to make a final determination.

Statistical validation of a co/prerequisite requires research. Data should be developed by research personnel, discipline faculty, and/or the Academic Senate to determine at least one of the following:

- **The extent to which students, those currently enrolled in the course or those who have completed it, believe the proposed prerequisite is necessary**
- **Comparison of the faculty members' appraisal of students' readiness for the course to whether students meet the proposed prerequisite or corequisite**
- **Comparison of student's performance at any point in the course with completion of the proposed prerequisite or corequisite**
- **Comparison of student's performance in the course to their scores on assessment instruments in the manner required to validate an assessment instrument and cut scores for the course in question**

Validation Not Applicable:

Colleges in at least six different districts have previously satisfied the data collection requirements for the same prerequisite or corequisite for the same program

And

The Office of Institutional Research has conducted an evaluation to determine if the prerequisite or corequisite has a disproportionate impact on particular groups of students described in terms of

race, ethnicity, gender, age, or disability. If disproportionate impact is found, MiraCosta College will develop and implement a plan to correct the disproportionate impact.

Library

Library Resources
Library Impact

This is a course revision that will not impact the library, and no Library Resource Support Form is being submitted.

Student Learning Outcomes

1. A minimum of one (1) SLO is required.
2. SLOs can be added, modified or deleted by going to the Portal (https://portal.miracosta.edu/Committees/College%20Committees/SLO_Assessment_Committee/SitePages/Home.aspx).
3. A form must be submitted while the course proposal is in the faculty author's stage. Faculty authors can enter SLOs for new courses on this page, but must still submit a form via the Portal (https://portal.miracosta.edu/Committees/College%20Committees/SLO_Assessment_Committee/SitePages/Home.aspx).
4. SLO modifications or deletions will be updated by the Instructional Technical Support Specialist or the SLO Coordinator after the SLO Coordinator approves the form in the Portal (https://portal.miracosta.edu/Committees/College%20Committees/SLO_Assessment_Committee/SitePages/Home.aspx).

5. Provide the SLO form submission date

Confirmed by Technical Review No

Outcomes

1. **SLO 1**

   Outcome

   Analyze major developmental milestones for children from conception through early childhood in the areas of physical, psychosocial, cognitive, and language development.

2. **SLO 2**

   Outcome

   Compare and contrast various theoretical frameworks that relate to the study of human development

3. **SLO 3**

   Outcome

   Analyze the multiple influences (social, economic, political, historical and cultural contexts) that affect children?s development

Distance Ed (Form A)

Form A: Distance Education Course Curriculum Approval Addendum
Course Approval Status: Renewal - 100% Online or Hybrid

Definitions Any courses in which the instructor and student are separated by time and/or distance and interact in lieu of face-to-face instruction through the assistance of technology must be approved by the Courses & Programs Committee, in accordance with California Title 5(Section 55200 et seq.) MiraCosta Administrative Procedure 4105 (https://www.miracosta.edu/office-of-the-president/board-of-trustees/_docs/4105AP-DistanceEducation.pdf) is the key document governing the requirements for distance education courses at MiraCosta, based on state and federal regulations.

100% Online. When a course is offered 100% Online, the entirety of instruction occurs online, including all lectures, all activities, all labs, all exams, etc. The student and instructor are not in the same place and synchronous and/or asynchronous modes of communication are used for all course activity. A 100% Online course cannot require students to take exams through a testing center.

Hybrid. A course that is offered as Hybrid uses a combination of online and in-person activity for instruction and/or assessment. A course is offered as a Hybrid when at least one component of the course is offered via distance education, and at least one component of the course requires in-person contact. For example, students may be required to take at least one exam through a testing center, at least one lecture may be conducted in-person, at least one activity or lab may be offered in-person, etc.

Type of Approval 100% Online or Hybrid

Indicate which component(s) of curriculum delivery requires on-ground or hands-on activities (such as labs, demonstrations and proctored exams) except in the case of emergency remote instruction. If the none of the course should be taught online except in case of emergency remote instruction, you may write "entire course."

Course Suitability for Distance Education
Check the following to indicate that all instructors assigned to teach this course as 100% Online or Hybrid (in accordance with the approval type) will be able to: meet all expectations as outlined in AP 4105 (https://www.miracosta.edu/office-of-the-president/board-of-trustees/_docs/4105AP-DistanceEducation.pdf).

Be prepared to teach distance education in accordance with any department and college procedures, and negotiated agreements. Yes

Ensure that the same standards of course quality shall be applied to distance education as are applied to traditional classroom courses and that the same course outcomes are achieved regardless of instructional modality. The MiraCosta Online Class Quality Guidelines document provides guidance for how to design and teach DE classes that are likely to effectively enable students to achieve the designated outcomes.

Yes
Ensure regular effective contact between instructor and students, and among students, including frequent, quality, instructor-initiated interaction. The MiraCosta Online Class Quality Guidelines document provides guidance for how to design and facilitate these interactions.

Yes
Create an environment of academic integrity, monitor progress, and track attendance. Yes

Establish expectations on the frequency and timelines of instructor-initiated contact and feedback, for student participation in student-student interactions, and manage unexpected instructor absences.

Yes
Meet the accessibility requirements in state and federal regulations (Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, California Government Code Section 11135 and Title 5, Section 55205). MiraCosta's Ten Tips for Creating Accessible Course Content provides specific guidance regarding how these regulations must be met.

Yes
Uphold institutional procedures to authenticate students. Yes

Help to make students aware of online student support services. Yes

Honors

Proposal outlines for both the honors and non-honors version of a course must come through for review together.

HSP coordinator consulted on:

This course expects a greater degree of student participation, engagement, and interaction
Evidence in Honors COR

Please identify, with respect to each criterion, how the honors course differs from the non-honors (parent) course. (A brief narrative directing the review committee to supporting evidence within the respective COR).

Student work is evaluated with higher standards of performance expectation
Evidence in Honors COR

Please identify, with respect to each criterion, how the honors course differs from the non-honors (parent) course. (A brief narrative directing the review committee to supporting evidence within the respective COR).

Assignments and instructional methods require more critical thinking in terms of analysis, synthesis, and evaluation
Evidence in Honors COR

Please identify, with respect to each criterion, how the honors course differs from the non-honors (parent) course. (A brief narrative directing the review committee to supporting evidence within the respective COR).

The subject matter is presented in greater depth and/or breadth
Evidence in Honors COR

Please identify, with respect to each criterion, how the honors course differs from the non-honors (parent) course. (A brief narrative directing the review committee to supporting evidence within the respective COR).

Students have more opportunities for conducting research, using and citing sources, and preparing scholarly papers for oral and/or written presentation
Evidence in Honors COR

Please identify, with respect to each criterion, how the honors course differs from the non-honors (parent) course. (A brief narrative directing the review committee to supporting evidence within the respective COR).

Students have more opportunities for writing and independent reading
Evidence in Honors COR

Please identify, with respect to each criterion, how the honors course differs from the non-honors (parent) course. (A brief narrative directing the review committee to supporting evidence within the respective COR).

The course has greater flexibility in format and teaching methodologies
Evidence in Honors COR

Please identify, with respect to each criterion, how the honors course differs from the non-honors (parent) course. (A brief narrative directing the review committee to supporting evidence within the respective COR).

General Education/Transfer

Transfer Status (CB05) Acceptable for Credit: CSU, UC -

Transfer Status and GE Codes (TRGE) 103 - CSU, UC

Course Identification Numbering System (CID)

General Education Status (CB25) Y - Not Applicable

Course Proposal: Articulation

Transfer Info

WebCMS Legacy CSU Comparable Course and Units

CSU San Bernardino, HD 280 (3): Early Childhood Development
WebCMS Legacy UC Comparable Course and Units

Codes/Dates

Program/TOP Code (CB03)

1305.00 - Child Development*
Credit Status (CB04)

D - Credit - Degree Applicable
Basic Skills Status (CB08)

N - Not Basic Skills
SAM Code (CB09) Note: If you select an occupational code (B, C, or D), then you must select a vocational TOP Code, which is noted by an asterisk.

C - Occupational
Cooperative Work Experience Education Program Status (CB10)

N - Is not part of a cooperative work experience education program.
Special Class Status (CB13)

N - Not Special
Prior to College Level (CB21)

Y - Not Applicable
Funding Agency Category (CB23)

Y - Not applicable (Funding not used to develop course)
Program Status (CB24)

1 - Program Applicable
Support Course Status (CB26)

N - Course is not a support course
Student Work Based Learning Status (SG21)

B - Students interact with industry/community professionals through job shadows, service learning, mentorships, and/or class projects to learn about specific occupations.
PROG Program Review

CHLD

Provide specific rationale for any changes to CB coding.

Admin Use Only
PeopleSoft Course ID 010978

Non Carnegie Standard Compliant No

Originator Flores, Claudia

Administrative Notes

Attached File
Date

- Approval Date
  10/22/2020
- Board Approval Date
  11/19/2020

Co-contributor

Co-contributor

ASSIST

Queue for Assist No

Last Request From Queue

Last Direct Request

ASSIST Preview

Prefix CHLD

Course Number 112

Is Honors No

Objectives

1). Describe the typical developmental milestones of children from birth through age six, recognize atypical development, and examine various disabilities in each developmental period.
2). Apply the theories in the analysis of case studies and when observing or interacting with children; evaluate the effectiveness of various theoretical approaches in explaining the development of children.
3). Compare and contrast theoretical perspectives and formulate a personal philosophy about how children learn and develop.
4). Analyze the genetic and environmental factors that influence children's development in each of the domains (physical, cognitive, language, social-emotional).
5). Compare and contrast research methods used in the study of child development; evaluate the conclusions drawn in various research studies.
6). Assess the various factors that promote healthy development during the prenatal period.
7). Analyze how cultural, economic, political, and historical contexts affect children's development.
8). Examine contemporary social issues that impact development.

Content

I. Introduction to developmental perspectives
A. Developmental domains: physical, cognitive, language, social-emotional
B. Major current and historical theoretical frameworks of child development
C. Interaction of heredity and environment.

II. Research
A. Research methods: observation, experiment, interview, survey, case study
B. Research design, validity, reliability.

III. Developmental milestones
A. Conception and prenatal development
B. Birth: physiology, psychology, social, and cultural influences
C. Periods of childhood: infant/toddler, early childhood (preschool), early school age
D. Typical and atypical development.

IV. Multiple influences
A. Cultural, economic, political, historical

B. Bilingual development
C. Care and education in each period of childhood
D. Contemporary social issues that impact development.

Lab Content

Instruction Methods

1). Instructor lectures, supported with visual aids, slide presentations, videos, handouts, and writing on the whiteboard.
2). Class discussions to apply key developmental concepts and theories related to child growth and development.
3). Collaborative student work groups in which students apply concepts discussed in the lecture and in the readings.
4). Instructor feedback and evaluation of student work.
5). Experiential learning through interviews, service learning, or observations.

Evaluation Methods

1). Exams (essay and objective) and quizzes that assess the student's understanding of the theories of development, research methods, and multiple influences on development.
2). Written assignments, including research reviews, essays, and reflection papers, that demonstrate the student's ability to analyze developmental milestones from conception through age six in each domain, compare and contrast theories, and differentiate typical and atypical development.
3). Contributions to class discussions, in-class activities, and/or group projects that convey an understanding of course content, terminology, and knowledge of the subject matter.

Course Description

This course examines the major physical, cognitive, language, and social-emotional developmental milestones for children, both typical and atypical, from conception through age six. It emphasizes the interactions between maturational processes and environmental factors within cultural and family contexts. While studying developmental theory and research methodologies, students observe children, evaluate individual differences, and analyze characteristics of development at various stages. UC CREDIT LIMITATION: Credit for CHLD 112, CHLD 113, or PSYC 121.

Lecture Hours

54.000

Lab Hours

0.000

Outline Approval Date

2020-10-22

Outline Effective Date

Prerequisites

Corequisites

Advisories

Advisory
ACE 150 or
ENGL 50 or
ESL 150

Enrollment Limitations

Other Texts

Assignments

- Reading
  1). Read college-level textbook(s) and note relevant concepts, theories, principles, and processes.
  2). Integrate readings from the text, a reader, and/or various professional journal articles in class discussions and group tasks.
  3). Assess the credibility of research on child development in newspapers, magazines, books, Internet articles, and/or other media sources.

- Writing
  1). Prepare essays, reflection papers, service learning field notes, and/or observations that apply terms and concepts in each developmental domain and theory.
  2). Write a philosophy statement comparing and contrasting theoretical perspectives.
  3). Write reviews in which students critically evaluate scientific research in human development.
  4). Complete written homework assignments.

- Outside-of-class (reading/writing/other)
  1). Complete weekly reading assignments and study for quizzes and exams.
  2). Research child development topics using library databases and/or the Internet and write a research review.
  3). Complete written assignments, including essays, reflection papers, service learning field notes, and/or observations.
  4). Conduct interviews for career exploration or to better understand the multiple contexts that affect development.

1. **HS Course Name:** Child Development 1 and 2

2. **How many credits do students earn for the high school course?**
   10 Total Credits (5 credits per course)

3. **Textbooks, Software, and Equipment:**
   The Developing Person (Worth Publishers), Lesson Guide, Online videos and articles

4. **Course Description:**

This year-long Child Development course introduces students to the scientific study of human development from conception through middle childhood. Students examine physical, cognitive, language, and social-emotional development through major developmental theories and contemporary research. The course emphasizes research design, validity, reliability, ethics, and the evaluation of developmental studies. Students analyze both typical and atypical development, including disabilities, bilingual development, and the influence of cultural, socioeconomic, political, historical, and linguistic factors on growth and learning. Students apply theoretical perspectives through case studies, observations, research analysis, and reflective writing. Coursework includes analytical reading, research projects, multimedia presentations, observations, interviews, and the development of a personal philosophy of child development and learning. Students also explore careers within the child development pathway, workplace expectations, and state licensing requirements.

5. **Student Learning Outcomes**

• Analyze major theories of child development and evaluate their effectiveness in explaining children's physical, cognitive, language, and social-emotional development.

• Compare and contrast qualitative and quantitative research methods used in child development studies, including validity, reliability, ethics, and research design.

• Apply developmental theories and research findings to case studies, observations, and real-world scenarios involving children from conception through middle childhood.

• Describe typical and atypical developmental milestones from prenatal development through middle childhood, including developmental disabilities and delays.

• Analyze how genetic, environmental, cultural, socioeconomic, political, linguistic, and historical factors influence child development.

• Evaluate contemporary social issues affecting children and families, including childcare access, technology use, abuse prevention, and educational equity.

• Examine bilingual language development and the influence of multilingual environments on cognitive and language growth.

• Develop and articulate a personal philosophy of child development and learning based on theoretical perspectives and research.

6. Performance Objectives

Child Development 1

- Compare and contrast research methods used in developmental psychology and assess the validity of research conclusions.
- Evaluate the effectiveness and limitations of major theoretical perspectives in explaining child development.
- Interpret developmental data and research findings using evidence-based reasoning.
- Apply developmental theories when analyzing case studies and observational scenarios involving infants and toddlers.

Child Development 2

- Analyze developmental case studies involving atypical development and developmental disabilities.
- Evaluate the impact of bilingualism and multilingual environments on child development.
- Formulate and defend a personal philosophy regarding how children learn and develop.
- Apply developmental theories when analyzing case studies and observational scenarios involving children in early and middle childhood.

7. Course Outline

Course Title: Child Development 1

Module: Introduction to Child Development as a Science
Lesson 1: Textbook sections "Understanding How and Why", "Including All Kinds of People", and "As Time Goes On"
Lesson 2: Textbook sections "Using the Scientific Method" and "Cautions and Challenges from Sciences"
Content includes:
• Validity and reliability in developmental research studies
• Experimental, correlational, longitudinal, and cross-sectional research designs
• Comparative analysis of developmental research methodologies
• Evaluation of research findings and limitations in published child development studies
Lesson 3: Textbook sections "Psychoanalytic Theory: Freud and Erickson" and "Behaviorism: Conditioning and Social Learning"
Lesson 4: Textbook sections "Cognitive Theory: Piaget and Information Processing" and "Sociocultural Theory: Vygotsky and Beyond"

Lesson 5: Textbook sections "The Universal Perspective: Humanism and Evolution" and "What Theories Contribute"
Lesson 6: Developmental Case Study Analysis
Content includes:

- Case-study based application of developmental theories

Module: Genetics to Birth
Lesson 7: Textbook sections "The Genetic Code" and "New Cells, New Functions"
Lesson 8: Textbook sections "From Genotype to Phenotype," "Nature and Nurture," and "Chromosomal and Genetic Problems"
Lesson 9: Textbook section "Prenatal Development
Lesson 10: Textbook section "Birth"
Lesson 11: Textbook section "Harm to the Fetus," "Prenatal Care," "Complications During Birth," and "Low Birthweight: Causes and Consequences"
Lesson 12: Research Evaluation Assignment
Lesson 13: Textbook sections "The New Family"

Module: The First Two Years
Lesson 14: Textbook sections "Body Changes" and "Brain Development
Lesson 15: Textbook sections "Perceiving and Moving" and "Surviving in Good Health"
Lesson 16: Textbook sections "Sensorimotor Intelligence" and "Information Processing"
Lesson 17: Language Milestones & Bilingual Development Reflection
Content includes:

- Bilingual and multilingual language development

Lesson 18: Textbook sections "Emotional Development," "Brain and Emotions," and "The Development of Social Bonds"
Lesson 19: Textbook sections "Infant Day Care"
Lesson 20: End of Course Exam: Research Methods Comparison Essay

Course Title: Child Development 2

Module: Early Childhood: Ages Two to Six
Lesson 1: Textbook sections "Body Changes" and "Brain Development"
Lesson 2: Textbook section "Improving Motor Skills"
Lesson 3: Textbook sections "Injuries and Abuse" and "Child Maltreatment"
Lesson 4: Textbook sections "Thinking During Early Childhood" and "Language Learning"
Content includes:

- Expanded bilingual and multilingual language development
- Evaluation of how language environments influence cognitive and social-emotional growth

Lesson 5: Textbook section "Early Childhood Schooling"

Lesson 6: Textbook sections "Emotional Development" and "Play"
Lesson 7: Textbook section "Challenges for Caregivers"
Lesson 8: Textbook section "Moral Development"

Module: Middle Childhood: Age Six to Eleven
Lesson 9: Textbook sections "A Healthy Time" and "Health Problems in Middle Childhood"
Lesson 10: Textbook sections "Brain Development" and "Developmental Psychopathology
Content includes:

- Analysis of developmental case studies involving atypical development and developmental disabilities

Lesson 11: Textbook section "Special Education"
Lesson 12: Textbook sections "Language" and "Teaching and Learning"
Lesson 13: Textbook sections "The Nature of the Child" and "Families and Children"
Lesson 14: Textbook sections "The Peer Group" and "Children's Moral Values"

Module: The Child Development Pathway
Lesson 15: Childcare Milestones in the United States Timeline
Lesson 16: Career Interview and Reflection: Roles and Responsibilities
Lesson 17: Licensed Childcare Center Virtual Tour / Observation
Lesson 18: Health and Safety WebQuest
Lesson 19: Qualifications and Supervision WebQuest
Lesson 20: End of Course Exam: Personal Philosophy of Child Development
Content includes:
Development of a personal philosophy of learning and child development

8. Child Development 1 & 2- Unit Assignments:

Real World Application Prompt: A longitudinal case study can be insightful but also limited in generality. Interview an older family member (aunt, parent, grandparent). Describe the life of one of your relatives, explaining what aspects of their development unique and what aspects might be relevant for everyone. Responses should be two complete paragraphs in length.

Graphic Organizers: Students complete a variety of graphic organizers to better understand Piaget's Stages of Cognitive Development, Lev Vygotsky's Zone of Proximal Development and four stages of speech development, and Maslow's Hierarchy of Needs. Other graphic organizer include the timing and terminology of prenatal development, comparing early-childhood schooling, newborn reflexes, and six stages of sensorimotor intelligence.

Developmental Case Study Analysis: Students analyze a child development case study using at least two theoretical perspectives and evaluate which theory best explains the child's development.

Research Evaluation Assignment: Students review a published child development research article and evaluate the study's design, validity, reliability, sample population, conclusions, and limitations.

Birthing Options Chart: Students compare a pregnant person's option to give birth in a hospital, home, or birthing center. Students will read the related textbook sections, a recent CDC article, and video before listing all the advantages and disadvantages of all the available options.

Language Milestones & Bilingual Development Reflection: Students examine bilingual language development and analyze how multilingual environments affect cognitive and language growth.

Research Methods Comparison Essay: Students compare longitudinal, cross-sectional, correlational, and experimental research methods. Students evaluate validity, reliability, ethical considerations, strengths, and limitations of each method using scholarly examples.

Weekly Meal Plan: Students create a balanced, nutritional meal plan for children ages two to six with a goal of decreasing common nutritional deficiencies like iron, zinc, and calcium.

Childcare Milestones in the United States Timeline: Students learn that the view of early childhood education as part of human development is a relatively new concept. Children were often regarded as not much more than miniature adults or property. In fact, we are still learning how crucial early learning experiences are in a young child's development. Childcare, as a profession, is still considered to be in its infancy. Students use Timetoast to create a visual timeline of the important milestones of childcare in American History.

Career Interview and Reflection: Roles and Responsibilities: Students research different careers in this pathway using these suggested sites (but aren't limited to) California Career Zone, Naviance, and Achieve3000. Students compare two occupations within the child development pathway using a graphic organizer. Students arrange an interview with someone in one of the occupations they chose and complete a reflection describing their career interview experience.

Licensed Childcare Virtual Tour / Observation: Students choose to tour a licensed childcare center virtually or observe a licensed, home, and head start infant or preschool early childcare center program in person. In either scenario, students take observations notes. They carefully consider what they have learned throughout the course (theories, learning environment, and a

child's biosocial, cognitive, and psychosocial development) and respond to reflection questions describing their experience.

Personal Philosophy of Child Development: Students synthesize course theories and research into a written philosophy statement explaining how children learn and develop.

Altus CHLD 112 CBE Agreement 26-28

Final Audit Report 2026-05-27

Created:	2026-05-27
By:	Amy Pimentel (apimentel@miracosta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAA8B3yStzTRpTgkEvA9ffkj2m97CvDuO25

"Altus CHLD 112 CBE Agreement 26-28" History

Document created by Amy Pimentel (apimentel@miracosta.edu)
2026-05-27 - 8:55:50 PM GMT- IP address: 209.129.33.70

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2026-05-27 - 8:56:40 PM GMT

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2026-05-27 - 10:10:03 PM GMT- IP address: 104.47.58.254

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2026-05-27 - 10:11:52 PM GMT

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2026-05-27 - 10:13:35 PM GMT- IP address: 23.120.199.157

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2026-05-27 - 10:14:07 PM GMT

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2026-05-27 - 10:17:18 PM GMT- IP address: 3.220.57.105

Document e-signed by Claudia Flores (cflores@miracosta.edu)
Signature Date: 2026-05-27 - 10:52:52 PM GMT - Time Source: server- IP address: 68.107.49.14 - Signature Appearance Selected: IMAGE

CREDIT BY EXAM/ARTICULATION AGREEMENT

MiraCosta College, in cooperation with ALTUS CHARTER SCHOOL locations in San Diego and San Bernadino Counties, has agreed to grant Credit for Prior Learning: Credit by Exam to students meeting the grade requirements and completing the registration process for the following specific articulated course:

Altus Charter Schools'
Design Careers 1 & 2
10 HS Credits

with

MiraCosta College's
DESN 100: Principles of Design
3 units

This articulation agreement applies to the following academic years:

Year 1: 2025-2026
Year 2: 2026-2027

I. COLLEGE COURSE INFORMATION

College Course Description: This course introduces the fundamentals of the design process as students develop and apply design skills using visual elements and principles of two- and three-dimensional design. It includes solving visual problems and creating authentic designs using black and white and color media in both two- and three-dimensions. Students also study design in historical, social, and multicultural contexts.

Outline of College Course Content:
I. Elements of design
A. Line
B. Shape
C. Value
D. Color theory
1. Complementary
2. Analogous
3. Monochromatic
4. Warm and cool colors
5. Color hue, value, and intensity.
E. Texture
F. Space
G. Time and motion.

II. Ordering principles of design
A. Unity and variety
B. Emphasis
C. Balance
D. Scale and proportion
E. Repetition, pattern, and rhythm.

III. Representing illusion of 3D
A. Position and overlapping
B. Scale
C. Axonometric projection
D. Linear perspective
E. Foreshortening.

IV. Recognition and development of formal and spatial concepts and relationships
A. Figure/ground and positive/negative relationships
B. Additive compositions
C. Subtractive compositions.

V. Analysis of expressive content within a variety of social and cultural contexts
A. Eastern, Western, African, and Indian differences and similarities
B. Design in industry
C. Design in the natural world.

VI. Creative process, problem solving, and ideation
A. Individual expression
B. Research and reflection
C. Experimentation
D. Evaluation and analysis.

VII. Presentation and craftsmanship
A. Linework
B. Precision
C. Verbal presentation.

OUTLINE OF COURSE LAB CONTENT
The course lab will address the following topics:
I. Project 1
A. Line
B. Shape.

II. Project 2
A. Shape
B. Figure ground
C. Solid void.

III. Project 3
A. Pattern
B. Color
C. 3D composition.

IV. Project 4
A. Function
B. Conceptualization
C. Details
D. Presentation.

College Student Learning Outcomes:

1. Demonstrate the fundamentals of design (including terminology) as applied to the interior and industrial design fields.
2. Apply color theory and rendering techniques in design.

3. Apply the standard Design Process to generate solutions across multiple industries.

College Performance Objectives:
1). Express and diagram design ideas effectively through freehand sketches.
2). Demonstrate a command of the basic elements of design through a series of original compositions.
3). Demonstrate effective communication of three-dimensional space and form through drawing and model making.
4). Illustrate a basic understanding of two- and three-dimensional design ordering principles.
5). Analyze various cultures' prototypical design examples.
6). Create an original design as both an expression of an idea and a solution to a problem.
7). Express design ideas effectively through verbal communication.
8). Create an original design using one or more spatial concepts.

II. HIGH SCHOOL COURSE INFORMATION

High School Course Description: This is a full-year course that provides a novice student with a foundation of knowledge and skills to serve as a basis for further learning in the field. This course begins with learning the terminology of design, the elements of design, and the principles of two- and three dimensional design. The course teaches students to use elements such as typography, gridding, layout and color to develop industry-relevant products of 2-D design. Students will also learn the fundamental concepts such as one-point and two-point perspective, isometric perspective, and other strategies of creating the illusion of space to use in original designs. In the 2nd semester, students also analyze how the elements of art and design are present all around them in a study of nature. Students will be introduced to industrial design through the lens of everyday objects. Throughout the course, students will learn how visual messages conveyed in design are understood in their cultural, social, and historical context while learning about art from international designers. Each semester of this course will focus students on workforce readiness through relevant career research and preparation.

Outline of High School Course Content:
Design Careers 1 Course Outline:

Module 1: Fundamentals of Design
1. Learning Industry terminology and an overview of the scope of design careers
2. The foundations of fine art such as the elements and principles like line, value, pattern, and texture
3. Understanding hierarchy, contrast and alignment and its effects on graphic design
4. Understanding balance and proximity and how they relate to graphic design
5. The importance of color theory in graphic design

Module 2: Creating the Illusion of 3-D
1. The Illusion of 3D, Position and Overlapping, Scale, and Value
2. Linear Perspective (one-point and two-point), Foreshortening and Isometric Perspective
3. Design Project: Create an Album Cover Using 3D Space
4. Describe Your Creative Process
5. Screencast or Written Art Reflection

Module 3: Typography in Design
1. Understanding composition, layout, and gridding for the web
2. Focus on typography and preparing to print
3. Design project: Design a menu using typography, color, images, and the gridding method
4. Document the Creative Processes
5. Screencast or Design Reflection for Menu Design Project

Module 4: Design Careers Workforce Readiness
1. Career Spotlight on a Graphic Designer
2. Research on a Graphic Design Career

3. Rough draft essay on a career in Graphic Design
4. Final draft on a Career in Graphic Design
5. End of Course; Final Performance Task

Design Careers 2 Course Outline:

Module 1: Design in the Natural World

1. Intro to Visual Communication and Portfolio Requirements Overview
2. Overview of the Elements and Principles of Design through Nature
3. Unit Project Introduction: Topography inspired by Nature
4. Topography inspired by Nature; Ideation, Sketching, Critique, and Re-Design
5. Topography inspired by Nature; Screencast or Written Design Reflection

Module 2: Industrial Design

1. Introduction to Industrial Design
2. Design Project: Chair Re-design
3. Chair Re-Design continued; research, materials, sketch, and cost
4. Final Chair Prototype Design
5. Chair Re-Design Screencast or Written Design Reflection

Module 3: Non-Western Design Perspectives

1. Multicultural Design: Design from Africa
2. Multicultural Design: Design from India and Japan
3. Compare and Contrast Informative Essay: Prewriting
4. Compare and Contrast Informative Essay: Rough Draft and Writing Conference
5. Compare and Contrast Informative Essay: Final Draft

Module 4: Design Careers Workforce Readiness

1. Workforce Readiness; Research Current Job Openings
2. Workforce Readiness; Design Careers Education Research
3. Workforce Readiness; Creating a Design Careers Resume
4. Workforce Readiness; Creating a Design Careers Cover Letter
5. End of Course; Portfolio and Portfolio Reflection

High School Student Learning Outcomes:

Course Title: Design Careers 1

Module 1:

1. Students will read about and define graphic design terminology and vocabulary.
2. Student will practice using fine art principles such as line, value, pattern, and texture.
3. Students will apply the concepts of contrast and alignment.
4. Students will read about balance and proximity in relation to graphic design and apply these principles when reviewing different graphic design pieces.
5. Students will read about and practice color theory regarding graphic design.

Module 2:

1. Students will read about the illusion of 3D in relationship to graphic design.
2. Students will read about scale and value and make connections between how they relate to 3D.
3. Students will practice using linear perspective, foreshortening and isometric perspective.
4. Students will create an album cover using 3D space.
5. Students will reflect on and describe their creative process of making their album cover.
6. Students will demonstrate personal style and proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product (album design).

Module 3:

1. Students will review the concepts of composition, layout, and gridding for web design.
2. Students will practice using typography and explore the importance of typography in graphic design.
3. Students will design a web menu using typography, color, images, and the gridding method.
4. Students will reflect on their creative processes after creating their web menu.
5. Students will create a screencast describing their creative process for their webpage menu.

Module 4:
1. Students will answer questions based on videos of graphic designers discussing their trade.
2. Students will complete research on a career in graphic design.
3. Students will complete a rough draft essay about a career in graphic design.
4. Students will review and proofread their rough draft.
5. Students will complete a final draft of their career in graphic design essay after completing a writing conference with their teacher.
6. Students will complete their final exam for the course.

Course Title: Design Careers 2
Module 1:
1. Students will apply refined observation and drawing skills to solve an industry-relevant problem.
2. Students will synthesize traditional drawing techniques and new technologies to design original typography.
3. Students will identify and apply the elements and principles of design found in nature.
4. Students will use web-based, industry relevant tools with skill, craftsmanship and precision.
5. Students will document and reflect on the creative process.
6. Students will demonstrate personal style and proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product (typography).

Module 2:
1. Students will apply refined observation and drawing skills to solve an industry-relevant problem.
2. Students will apply the process of industrial design to a industry specific problem.
3. Students will develop written consumer assessment criteria for different chair designs.
4. Students will create an artistic product for a specific industry and modify that product to accommodate a different aesthetic perspective.
5. Students will communicate their processes and ideas in a presentation or written reflection.

Module 3:
1. Students will identify stylistic attributes of key African, Indian, and Japanese designers.
2. Students will describe the way non-western designers express a theme/message in a 2-D design.
3. Students will describe how time, place and cultural influence are reflected in a designed product.
4. Students will deconstruct artwork, identifying psychological content found in the symbols and images.
5. Students will create a commercial artistic product that reflects a cross-cultural or universal theme.
6. Students will write a short formal analysis of specific 2D design, breaking down and describing the major elements of the design and basic ordering principles.

Module 4:
1. Students will research current job openings and relevant skills to the design industry.
2. Students will research and reflect on educational opportunities for a career in design.
3. Students will create an industry-specific resume.
4. Students will create an industry-specific cover letter.
5. Students will prepare portfolios of original art.
6. Students will reflect on their growth as an artists and designer.

Textbooks, Software, and Equipment:
Open Educational Resources (Lesson Guide, Online videos and articles, etc.)

III. CRITERIA FOR AWARD OF COLLEGE CREDIT

Credit for the articulated course listed above may be received if all of the following criteria are met:

1. The high school instructor will utilize MiraCosta faculty approved exams, projects, or portfolios to assess student learning outcomes.
2. This high school teacher, or school district designee, has provided course rosters to MiraCosta.
3. The student has completed an Application for Admission to MiraCosta College, has obtained a college SURF ID number, and has submitted a petition for credit via the process administered by the college to manage students applying for credit by exam (CBE) via high school articulation agreement(s).
4. The student has completed the articulated high school course(s) listed in this agreement with a credit-by-exam and course grade of "B" or better. NOTE: Credit-by-exam does not necessarily involve only a written exam. It is a demonstration of proficiency. A portfolio, an oral interview, a demonstration project, a modified final examination, etc. may also be acceptable as determined by the lead college faculty and/or college department chair.
5. The final exam/assessment grade is transcripted and noted as CREDIT BY EXAM on the MiraCosta College transcript.
6. The high school teacher, or school district designee, shall submit all grades and credit recommendations by the college deadline to ensure that credit is transcripted in a timely manner.
7. MiraCosta College and the high school/high school district agree to share student data that includes personal identification information, as necessary to validate college enrollment, credit eligibility, and credit awarded. Information will only be shared with designated high school and college personnel.

Family Educational Rights and Privacy Act (FERPA)
Due to FERPA laws, MiraCosta College staff are prohibited from sharing information regarding a student's record with anyone besides the student and designated K12 educators and staff. This includes, but is not limited to, parents and guardians.

Instructor/Curriculum Changes: If there is a change in high school instructor during the term of this articulation, the agreement remains in effect if none of the course content, including final exam, project, or presentation, changes. High school administration is responsible for ensuring that the new instructor is aware of the articulation agreement and follows all procedures and criteria explained in this agreement.

When there are changes to High School courses during the two-year articulation window, the high school liaison shall immediately contact the Career Education Pathways coordinator, who shall inform the MiraCosta College discipline faculty and articulation officer of changes and/or additions to high school articulated courses that may impact university articulations, ADTs, and/or common numbered courses. Discipline faculty may rescind the articulation agreement if there are changes that move the High School course out of alignment.

Upon the expiration of the term of this agreement, this articulation is eligible for renewal pending (1) review of updated curriculum by both parties and (2) an agreement by all parties to extend the life of the articulation for another two-year term.

ALTUS CHARTER SCHOOLS

05/26/2025

Allison Fleck — Date
High School Coordinator

Cathryn Rambo 05/29/2025

Cathryn Rambo — Date
Dean of Academic Affairs and
Altus Schools

MIRACOSTA COLLEGE

05/23/2025

David Parker — Date
Faculty & Department Chair

Al Taccone (May 23, 2025 14:20 PDT) 05/23/2025

Al Taccone — Date
Dean, School of Career Education

Altus DESN 100 Articulation Agreement 25-27

Final Audit Report 2025-05-29

Created:	2025-05-23
By:	Amy Pimentel (apimentel@miracosta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAA8Ffm0MkEh9yJLA-WWiXa-RzznZt0qIZo

"Altus DESN 100 Articulation Agreement 25-27" History

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2025-05-23 - 7:55:44 PM GMT

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2025-05-23 - 8:41:12 PM GMT- IP address: 104.28.85.111

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2025-05-23 - 9:20:37 PM GMT- IP address: 209.129.33.70

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2025-05-23 - 9:20:56 PM GMT

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2025-05-26 - 10:51:59 PM GMT- IP address: 104.47.58.254

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2026-05-27 - 10:52:53 PM GMT

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CTE CREDIT BY EXAM AGREEMENT

MiraCosta College, in cooperation with Altus Charter Schools located in San Diego County has agreed to grant Credit for Prior Learning: Credit by Exam to students meeting the grade requirements and completing the registration process for the following specific course:

Altus Charter Schools'
Entrepreneurship 1 & 2
10 HS Credits

With

MiraCosta College's
BUS 130: Entrepreneurship and Small Business Management
3 units

This articulation agreement applies to the following academic years:

Year 1: 2026-2027
Year 2: 2027-2028

I. COLLEGE COURSE INFORMATION

College Course Description: In this business start-up and management course, students learn about conducting preliminary research, analyzing trends and competition, buying and starting a business or franchise, developing a business plan, considering legal issues, target marketing, accounting, managing personnel, and responsible business practices.

Outline of College Course Content:
I. Pathways to business ownership
A. Small business and society
B. The entrepreneur
C. Starting a business
D. Buying a business
E. Franchising.

II. Sustainable business practices
A. Ethical decision-making
B. Social and environmental responsibility.

III. Starting a business
A. Legal forms of organizations
B. Conducting business research
C. Strategic management
D. Business plan
E. Obtaining financing.

IV. Financial management in small business
A. Accounting fundamentals
B. Bookkeeping in small business
C. Creating financial statements
D. Measuring financial performance.

V. Marketing in small business
A. Marketing fundamentals
B. Market research
C. Advertising and promotions
D. Customer relationship management
E. Pricing strategies
F. Developing a marketing strategy.

VI. Managing the small business
A. Management fundamentals
B. Human resource management.
VII. Small business operations
A. Operations management fundamentals
B. Location selection
C. Creating organizational efficiencies.

College Student Learning Outcomes:

1. Apply foundational principles of management, marketing, accounting, and operations to create a startup plan for a proposed or existing business.

College Performance Objectives:

1). Examine pathways to entrepreneurship, including starting a business of one's own, buying a business, and franchising.
2). Discuss common traits of successful entrepreneurs and the role of entrepreneurship in the economy.
3). Generate and evaluate potential business ideas for viability.
4). Create a pro-forma financial plan for a target business.
5). Develop a marketing strategy and promotional tactics for a target business.
6). Discuss the importance of ethics and social responsibility in the small business sector.
7). Create a management plan and legal structure for a target business.
8). Create an operations plan for a target business.

II. HIGH SCHOOL COURSE INFORMATION

High School Course Description: Entrepreneurship is a project-based college prep course where students analyze and develop a small business. Students will focus on four goals. They will learn the significance of math, reading, writing, and communicating to their future within the framework of starting and operating a small business. Students will understand how the market economy and ownership leads to wealth creation. Students learn not only the skills necessary to become entrepreneurs but also the attitudes, characteristic, and techniques in successful entrepreneurs that they will need to succeed. Finally, they will learn to be able to save and make future investments in order to meet their financial goals in life. Students will learn to build analytical skills through solving complex problems and making sound decisions in order to produce a viable business. Through the study of entrepreneurship, students will learn the importance of the role of

entrepreneurship in the market economy, opportunity recognition, communicate in business, ethical business behavior, social responsibility, competitive advantage and sustainability, market research and cost/benefit analysis, advertise and market products, business finances including pricing, operating costs, and projections. As students create their business plan, they will integrate academic knowledge to their own ventures, thus putting theory into practice.

Outline of High School Course Content:

Entrepreneurship 1 Outline:
Lesson 1: Entrepreneurial Careers, Chapter 1.1.
Lesson 2: Becoming an Entrepreneur, Chapter 1.2.
Lesson 3: Business Ideas, Chapter 2.1
Lesson 4: Business Plan Puzzle, Chapter 2.2
Lesson 5: Ethics, Chapter 3.1
Lesson 6: Social Responsibility, Chapter 3.2
Lesson 7: Local Opportunities, Chapter 4.1
Lesson 8: Go Global, Chapter 4.2
Lesson 9: Target Market Research, Chapter 5.1
Lesson 10: Market Research and Researching the Competition, Chapter 5.2 & 5.3
Lesson 11: Business Ownership, Chapter 6.1
Lesson 12: Types of Business Ownership, Chapter 6.2
Lesson 13: Site Selection: Location, Chapter 7.1
Lesson 14: Site Selection: Layout, Chapter 7.2
Lesson 15: Protecting Your Business: Legal Issues, Chapter 8.1
Lesson 16: Know the Laws, Chapter 8.2
Lesson 17: Business Funding, Chapter 9.1
Lesson 18: Business Financing, Chapter 9.2
Lesson 19: Entrepreneurship Observation
Lesson 20: Take the closed book End of Course Exam in class

Entrepreneurship 2 Course Outline:
Lesson 1: Product, Price and Place, Chapter 10
Lesson 2: Promotions, Chapter 11.1
Lesson 3: Personal Selling, Chapter 11.2
Lesson 4: Marketing Plan, Chapter 12
Lesson 5: Management Functions, Chapter 13
Lesson 6: Human Resources, Chapter 14.1
Lesson 7: Develop the Staff, Chapter 14.2
Lesson 8: Purchases and Inventory Management, Chapter 15
Lesson 9: Risk Management, Chapter 16
Lesson 10: Financial Management, Chapter 17
Lesson 11: Business Growth Strategies, Chapter 18.1
Lesson 12: Business Growth Funding, Chapter 18.2
Lesson 13: Exit the Business, Chapter 19.1
Lesson 14: Legal Obligations/Chapter 19.2
Lesson 15: Watch TEDTalk video and complete reflection
Lesson 16: Complete and submit Business Idea Proposal
Lesson 17: Complete and submit the Site Selection and Financing Proposal Lesson 18: Complete and submit The Marketing Plan Proposal
Lesson 19: Complete and submit the Management and Operations Plan
Lesson 20: Final Portfolio Project: Business Plan Presentation and Interview

High School Student Learning Outcomes:
Entrepreneurship 1:
Module 1:
1. Explain the purpose and process of creating a career plan
2. Describe the qualities and characteristics common to entrepreneurs
3. Discuss the economics of creating products and services
4. Outline the process of building a business plan
5. Explain the importance of a code of ethics
6. Discuss what it means to be a socially responsible entrepreneur

Module 2:
1. Identify resources available to entrepreneurs when developing a local business
2. Explain strategies for creating a global business
3. Discuss the importance of target markets
4. Explain the importance of conducting market research
5. Differentiate between direct and indirect competition

Module 3:
1. Describe strategies and considerations for starting a new business
2. Summarize the different types of corporations
3. Describe physical structures for a business
4. Describe potential layout considerations for various types of businesses
5. Explain contracts and what makes them binding agreements
6. Discuss the nature of business laws

Module 4:
1. Differentiate between the ways to fund a start-up
2. Explain the business loan application process
3. Observe and discuss aspects of the entrepreneurship process with an entrepreneur

Entrepreneurship 2:
Module 1:
1. Define product as it applies to the four Ps of marketing
2. Give examples of different pricing techniques
3. Explain the channels of distribution
4. State why promoting a business is important
5. Explain the importance of a marketing plan
6. Describe effective leadership

Module 2:
1. Identify the steps involved in the hiring process
2. List various ways to provide employee training
3. Describe the purchasing process
4. Explain inventory management
5. List and describe the four types of risk
6. Describe ways to avoid or reduce risk

Module 3:
1. Explain the basics of accounting
2. Describe how to achieve organic growth
3. Explain business cycles
4. Identify ways an entrepreneur may leave a business they started
5. Explain legal obligations of exiting a business

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Module 4:
1. Demonstrate diverse ways to fund or finance a start-up business
2. Create a full-fledged new business plan proposal
3. Construct a marketing plan by analyzing target markets and market research
4. Create a management and operations plan organized around the needs of the chosen business.

Textbooks, Software, and Equipment:
1. Clark, B., & Commers, J. (2016). *Entrepreneurship* (2nd ed.). Goodheart-Wilcox.

III. CRITERIA FOR AWARD OF COLLEGE CREDIT

Credit for the credit by exam course listed above may be received if all of the following criteria are met:

1. The high school instructor will utilize MiraCosta faculty approved exams, projects, or portfolios to assess student learning outcomes.
2. This high school teacher, or school district designee, has provided course rosters to MiraCosta.
3. The student has completed an Application for Admission to MiraCosta College, has obtained a college SURF ID number, and has submitted a petition for credit via the process administered by the college to manage students applying for credit by exam (CBE) via high school articulation agreement(s).
4. The student has completed the articulated high school course(s) listed in this agreement with a credit-by-exam and course grade of "B" or better. NOTE: Credit-by-exam does not necessarily involve only a written exam. It is a demonstration of proficiency. A portfolio, an oral interview, a demonstration project, a modified final examination, etc. may also be acceptable as determined by the lead college faculty and/or college department chair.
5. The final exam/assessment grade is transcripted and noted as CREDIT BY EXAM on the MiraCosta College transcript.
6. The high school teacher, or school district designee, shall submit all grades and credit recommendations by the college deadline to ensure that credit is transcripted in a timely manner.
7. MiraCosta College and the high school/high school district agree to share student data that includes personal identification information, as necessary to validate college enrollment, credit eligibility, and credit awarded. Information will only be shared with designated high school and college personnel.

Family Educational Rights and Privacy Act (FERPA)
Due to FERPA laws, MiraCosta College staff are prohibited from sharing information regarding a student's record with anyone besides the student and designated K12 educators and staff. This includes, but is not limited to, parents and guardians.

Instructor/Curriculum Changes: If there is a change in high school instructor during the term of this agreement, the agreement remains in effect if none of the course content, including final exam, project, or presentation, changes. High school administration is responsible for ensuring that the new instructor is aware of the credit by exam agreement and follows all procedures and criteria explained in this agreement.

When there are changes to High School courses during the two-year agreement window, the high school liaison shall immediately contact the Career Education Pathways coordinator, who shall inform the MiraCosta College discipline faculty and articulation officer of changes and/or additions to high school courses that may impact university articulations, ADTs, and/or common numbered courses. Discipline faculty may rescind the agreement if there are changes that move the High School course out of alignment.

Upon the expiration of the term of this agreement, this agreement is eligible for renewal pending (1) review of updated curriculum by both parties and (2) an agreement by all parties to extend the life of the agreement for another two-year term.

ALTUS CHARTER SCHOOLS		MIRACOSTA COLLEGE	
	05/06/2026	Nate Scharff	05/06/2026
Allison Fleck Administrator of Instructional Services	Date	Nate Scharff MiraCosta Faculty & Department Chair	Date
Cathryn Rambo	05/06/2026	Annie Ngo (May 6, 2026 10:02:35 PDT)	05/06/2026
Cathryn Rambo Dean of Academic Affairs and Altus Schools	Date	Dr. Annie Ngo Dean, Business & Technology	Date

Altus BUS 130 CBE Agreement 26-28

Final Audit Report 2026-05-06

Created:	2026-05-06
By:	Amy Pimentel (apimentel@miracosta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAArPGHMkfJqJtrJeYr1P6XR-YdiB7DuLHW

"Altus BUS 130 CBE Agreement 26-28" History

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CREDIT BY EXAM/ARTICULATION AGREEMENT

MiraCosta College, in cooperation with Altus Charter School locations in San Diego and San Bernadino Counties has agreed to grant Credit for Prior Learning: Credit by Exam to students meeting the grade requirements and completing the registration process for the following specific articulated course:

Altus Charter Schools'
Environmental Sustainability 1 & 2
10 HS Credits

with

MiraCosta College's
HORT 166: Introduction to Sustainable Agriculture
3 units

This articulation agreement applies to the following academic years:

Year 1: 2025-2026
Year 2: 2026-2027

I. COLLEGE COURSE INFORMATION

College Course Description: This course introduces sustainable agriculture and agro-ecological theory from a multi-disciplinary scientific perspective. It will focus on the application of sustainability concepts to growth and production of edible, ornamental, and specialty crops in the temperate southern California climate. Diverse agricultural systems and practices and their relative sustainability are analyzed for suitability to site and environment. Topics include the history and evolution of agriculture as well as historical, conventional, and alternative farming systems with a focus on modern applications and present day environmental concerns.

Outline of College Course Content:
I. Introduction to sustainable agriculture
A. History of agricultural practices from ancient through modern times
B. Principles and strategies of sustainable agriculture
C. Cultures with sustainable forms of agriculture
D. Local, national, and global land use practices
E. Trends influencing local, organic, community-scale food systems.

II. Scientific method
A. Developing a hypothesis
B. Scientific design
C. Application to sustainable agriculture principles.

III. Conventional agricultural practices: environment and human health issues
A. Synthetic fertilizers
B. Synthetic pest control agents
C. Tillage practices
D. Water use
E. Monoculture systems
F. Genetically modified organisms

G. Energy use.

IV. Sustainable crop production
A. Sustainable agriculture defined
B. Certified organic agriculture requirements
C. Alternative cropping systems
1. Permaculture
2. Aquaponics
3. Biodynamic farming
4. Other.
D. Environmental impact: conventional, alternative, and organic production systems
E. Social and economic considerations
1. Food security
2. Economic viability
3. Farm labor issues.

V. Soil science overview
A. Physical properties of soil
B. Chemical properties of soil
C. Biological properties of soil.

VI. Sustainable soil fertility management practices
A. Cover cropping
B. Crop rotation
C. Soil testing and nutrient management
D. Tillage and cultivation
E. Compost production
F. Soil amendments
G. National Organic Program standards for soil fertility management.

VII. Water conservation and irrigation management
A. Determining crop water needs
B. Water delivery systems
C. Reducing consumptive use
D. Improving plant water use efficiency
E. Managing evapotranspiration
F. Strategies for reducing waste and runoff.

VIII. Sustainable pest management
A. Complexity and ecological nature of pest problems
B. Holistic pest management principles, integrated pest management (IPM)
1. Preventative measures
2. Cultural controls
3. Biological controls
4. Mechanical physical controls
5. Chemical controls.

IX. Maintenance and enhancement of biological diversity
A. Resiliency of diverse systems
B. Cover cropping, intercropping
C. Habitat strips and hedgerows
D. Wildlife habitat conservation
E. Livestock integration.

X. Harvest and handling postharvest considerations

A. Selecting crops to fit available resources
B. Determining crop production cycles and seasonality
C. Determining ripeness and marketability of products
D. Handling and storage of perishable items
E. Packing houses
F. Standard weights and measures.

XI. Marketing of agricultural products
A. Farmer's markets
B. Community supported agriculture (CSA)
C. Marketing to retailers
D. Agritourism.

XII. Legal issues related to sustainable crop production
A. Organic certification programs and standards
1. USDA National Organic Program (NOP)
2. California Certified Organic Farmers (CCOF) certification.
B. Federal and state agriculture labor standards
C. Federal and state pesticide laws and regulations
D. Regional Water Quality Control Board runoff regulations
E. Worker health and safety hazards
F. Food laws and regulations
G. Permits.

XIII. Site selection and farm design
A. Site survey and analysis
1. Geology, hydrology, and soil analysis
2. Flora and fauna, biodiversity, sensitive ecological features
3. Distribution and market location.
B. Zoning
C. Land acquisition
1. Zoning
2. Funding
3. Land trusts.
D. Farm production plan.

XIV. Case studies
A. International perspective
B. National perspective
C. Local perspective.

College Student Learning Outcomes:

1. Describe the principles and practices used to enhance and maintain biological diversity in an agricultural environment.
2. Evaluate and implement methods to protect and enhance soil productivity.
3. Apply the principles and strategies of sustainable agriculture through case study evaluation and written recommendation.

College Performance Objectives:

1). Define sustainable agriculture and related terms.
2). Discuss agricultural history, development of sustainable agriculture practices, and the relationship to modern farming practices.
3). Compare and contrast the underlying principles and strategies used in conventional and sustainable agricultural systems.
4). Describe the application of the scientific method to agricultural principles and practices.

5). Analyze and evaluate the uses and limitations of the scientific method relating to agricultural sustainability innovations and practices.
6). Identify the effects of conventional agricultural practices on the global ecosystem and human health.
7). Demonstrate an understanding of scientific principles used in sustainable crop production.
8). Define and discuss the three "Es" of sustainable agriculture and outline the importance of each: economic viability, environmental health, social equity.
9). Compare and contrast the environmental impact of conventional and sustainable agricultural practices.
10). Evaluate methods to protect and enhance soil fertility.
11). Evaluate methods of irrigation distribution and scheduling for appropriate local application at various scales.
12). Examine the biological and chemical control components of sustainable pest management.
13). Evaluate holistic management methods for integrated pest control.
14). Describe principles and practices used to enhance and maintain biological diversity in an agricultural environment.
15). Identify trends in the sustainable and organic food industry, locally and nationally.
16). Identify local enterprises engaged in sustainable agriculture production; evaluate sustainability methods.
17). Compare and contrast the various retail, wholesale, and alternative markets for organically raised crops and products.
18). Develop and awareness of the types of permits and legal requirements to achieve organic certification.

II. HIGH SCHOOL COURSE INFORMATION

High School Course Description: Environmental Sustainability 1, 2 is a year-long CTE course sequence. This course exposes students to rigorous curriculum, while focusing on the knowledge and skills useful to students interested in careers in this field. This course exposes students to AP level curriculum, while focusing on the knowledge and skills useful to students interested in careers in this field, as opposed to preparation for the AP exam. Careers and career training in this field could include sustainable farming and agriculture; solar panel installation; renewable energy research and engineering; and a wide array of others.

Outline of High School Course Content:
Environmental Sustainability 1 Course Outline:
Module 1: Introduction to Environmental Science
• Energy Transfer
• Interactions between Living Things, Land, Water, and Air
• Methods of Science
• Data Analysis
• Introduction to ArcGIS and Careers
• ArcGIS Project: Get Started with StoryMaps

Module 2: Ecology and Habitats
• Factors Determining the Characteristics of an Ecosystem
• Land Resources – Newly added from Earth & Space Science
• Air Resources - Newly added from Earth & Space Science
• Niches and Competitive Exclusion
• Carbon
• Climate and Biomes
• Aquatic Biomes
• Soil Formation
• Water Infiltration
• ArcGIS Project: Explore Spatial Data

• ArcGISProject: Create an App

Module 3: Wildlife and Land Management
• Biodiversity and Species Richness
• Ecosystem Resiliency
• Ecosystem Services
• Evolution of Species
• Natural Disruptions and Environmental Changes
• Ecological Succession
• ArcGIS Project: Portland Trees

Module 4: Human Population and Urban Environments
• Human Impact on Resources
• Resource Availability, Human Consumption, and Population Growth
• Human Resource Use and Sustainability
• Population
• Carrying Capacity
• Statistics and Factors Affecting Human Population Growth Rates
• Interpreting Population Growth Rates
• EOC Project: Energy Challenge
Environmental Sustainability 2 Course Outline:

Module 5: Soil, Food and Agriculture
• The Tragedy of the Commons
• Clearcutting and the Environment
• Impacts of Agricultural Practices
• Pest Control Methods
• Meat Production Methods
• Impacts of Overfishing
• Impacts of Urbanization
• Integrated Pest Management
• Sustainable Agriculture
• Sustainable Forestry
• Capstone Project: Land Use Animation

Module 6: Water Resources and Water Pollution
• Introduction to Sustainability
• Sources of Pollution
• Irrigation Methods
• Methods to Reduce Urban Runoff
• Human Impacts on Ecosystems
• Eutrophication
• Persistent Organic Pollutants (POPs)
• Impacts of Solid Waste Disposal in Aquatic Environments
• Waste Reduction Methods
• Sewage Treatment
• Pollution and Human Health
• Capstone Project: Hurricane Evacuation Routes

Module 7: Atmospheric Dynamics, Climate Change, and Air Pollution
• Air Pollution Sources and Effects
• Interactive Simulation: Determining Sources of Air Pollution in an Industrialized Area
• Indoor Air Pollution
• Reducing Ozone Depletion
• The Greenhouse Effect

• Noise Pollution
• Global Climate Change
• Ocean Warming
• Human Impacts on Biodiversity
• Capstone Project: GIS Portfolio

Module 8: Energy Resources and Energy Use
• Renewable and Nonrenewable Resources
• Global Energy Consumption
• Distribution of Natural Energy Resources
• Fossil Fuels
• Nuclear Power
• Solar Energy
• Hydroelectric Power
• Geothermal Energy
• Wind Energy
• Energy Conservation
• Nuclear Power
• Final Project: Research and Presentation

High School Student Learning Outcomes:
Course Title: Environmental Sustainability 1
Module 1: Introduction to Environmental Science
• Energy Transfer
o Explain how energy is transferred within and between environments on Earth.
• Interaction Between Living Things, Land, Water and Air:
o Describe how the biosphere requires resources from the other three spheres to persist.
• Methods of Science:
o Explain how observation, hypothesizing, and experimentation are used to make scientific conclusions.
• Data Analysis:
o Explain how observation, hypothesizing, and experimentation are used to make scientific conclusions.

Module 2: The Biosphere
• Factors Determining the Characteristics of an Ecosystem
• Explain how ecosystems are systems and create a model of an ecosystem as a system that includes inputs, outputs, and cycled materials.
• Define biotic factors, abiotic factors, and ecosystems.
• Land Resources
• Explain how land resources are managed.
• Describe land as a natural resource.
• Air Resources
• Describe the importance of clean air.
• Describe the atmosphere as a natural resource.
• Niches and Competitive Exclusion
• Describe how resources partitioning and niche differentiation reduce competition and prevent competitive exclusion.
• Describe niche and competitive exclusion.
• Carbon
• Evaluate how long carbon can reside in the sources and sinks of the carbon cycle.
• Evaluate claims about how the burning of fossil fuels increases carbon dioxide in the atmosphere based on the carbon cycle.
• Explain, using models, how carbon atoms move between sources and sinks in the carbon cycle.
• Explain, using models, how carbon cycles between producers, consumers and decomposers.

• Factors that Affect Climate
• Explain what causes seasons.
• Explain how various factors affect weather and climate.
• Climate and Biomes
• Identify the characteristics of the major terrestrial biomes, including taiga, temperate rainforests, temperate seasonal forests, tropical rainforests, shrubland, temperate grassland, savanna, desert, and tundra.
• Describe biomes and how climate influences the distribution of biomes.
• Aquatic Biomes
• Identify the characteristics of the major aquatic biomes, both freshwater and saltwater.
• Identify the characteristics of the major saltwater biomes, including oceans, coral reefs, marshland, and estuaries.
• Identify the characteristics of the major freshwater biomes, including streams, rivers, ponds, and lakes.
• Soil Formation
• Analyze a soil texture triangle, a diagram to identify and compare soil types based on their percentage of clay, silt, and sand.
• Explain how soils are eroded.
• Explain how soils affect water quality.
• Categorize soils by horizons and describe their composition and organic material.
• Explain how soil forms.
• Explain how particle size and composition of soil can affect the porosity, permeability, water-holding capacity, and fertility of the soil.
• Water Infiltration
• Evaluate the amount of freshwater and saltwater within various reservoirs on Earth.

Module 3: Biodiversity
• Biodiversity and Species Richness
o Define genetic, habitat, and species diversity as well as species richness.
o Explain a population bottleneck and how it can lead to a loss of genetic diversity. An example is elephant seal populations affected by hunting.
o Describe the relationship between the genetic diversity of a population and how well it can respond to environmental stressors.
• Ecosystem Resiliency
o Explain how the loss of habitat leads to a loss of specialist species followed by a loss of generalist species, as well as reduced numbers of species that have large territorial requirements.
o Predict how quickly an ecosystem of given size will respond to a disturbance.
• Ecosystem Services
o Define the four categories of ecosystem services: provisioning, regulating, cultural, and supporting.
o Predict how human activity can alter ecosystem services.
• Evolution of Species
o Explain how species have evolved to be specialists versus generalists because of the resources, such as food and territory, and how invasive species affect specialists.
o Define evolution and explain how organisms adapt to their environment over time, both in short- and long-term scales, via small changes at the genetic level.
• Natural Disruptions and Environmental Changes
o Explain how environmental change drives natural selection, and give examples.
o Explain how natural disruptions, both short- and long-term, impact an ecosystem.
• Ecological Succession
o Define pioneer members of an early successional species and how they may result in the origin of new species.
o Analyze how a disturbance in an ecosystem will affect the total biomass, species richness, and net productivity over time.
o Compare and contrast primary and secondary succession.
o Describe keystone species and their communities.

o Explain indicator species and how they can be used to judge ecosystem health.

Module 4: Human Population and Urban Environments
• Human Impact on Resources
o Identify the positive impacts that human activity has had on Earth's resources.
o Compare the costs and benefits of conservation policies.
o Identify the negative impacts that human activity has had on Earth's resources.
• Resource Availability, Human Consumption, and Population Growth
o Define sustainability in terms of resource availability, human consumption and human population growth.
• Human Resource Use and Sustainability
o Describe the tragedy of the commons in relation to human resource use and sustainability.
• Population
o Explain statistics used to describe populations, including abundance, density, and distribution.
• Carrying Capacity
o Define carrying capacity and predict factors that impact a habitat's carrying capacity.
• Statistics and Factors Affecting Human Population Growth Rates
o Identify factors that predict whether human populations will increase or decrease.
o Calculate the doubling time of a human population, using the rule of 70.
o Identify limiting factors on human populations and differentiate between density-dependent and density-independent factors.
• Interpreting Population Growth Rates
o Explain population growth rates utilizing age structure diagrams.
o Explain the demographic transition as the transition from high to lower birth and death rates in a country or region as it develops from a preindustrial to an industrialized economic system.
o Describe the 4 stages of demographic transition according to the demographic transition model (DTM).

Course Title: Environmental Sustainability 2
Module 5: Soil, Food, and Agriculture
• The Tragedy of the Commons
o Explain the responsibilities and rights for the use of common, shared resources.
• Clearcutting and the Environment
o Describe the effect of clearcutting on forests.
• The Green Revolution and Global Agricultural Production
o Describe changes in agricultural practices during the Green Revolution and how they relate to current global agricultural production.
• Impacts of Agricultural Practices
o Describe agricultural practices that cause environmental damage.
• Pest Control Methods
o Describe agricultural practices that cause environmental damage.
• Meat Production Methods.
o Using data from the USDA, explain how changes in these processes may decrease the environmental impact of these methods.
o Describe the meat production process for poultry in the United States.
• Impacts of Overfishing
o Explain how a species of fish, such as the Pacific Salmon, is identified as overfished. Describe how this species population could be sustainable.
• Impacts of Urbanization
o Describe how the growth of a city's population and expansion of buildings affect the surrounding environment.
• Integrated Pest Management
o Describe integrated pest management as a method to improve crop yields.
• Sustainable Agriculture
o Identify the top crop and animals farmed in your home state. Describe how your state identifies and

implements sustainable practices for these crops and farms.
• Sustainable Forestry
o Describe how forests are protected, managed, and harvested in rural and urban areas.

Module 6: Land and Water Pollution
• Introduction to Sustainability
o Explain how groundwater levels are monitored in rural and urban areas in the United States.
o Discuss the major groundwater aquifers in the United States.
• Sources of Pollution
o Compare and contrast these two types of pollutants as they occur in urban and rural areas, consider their causes, management, abatement, and prevention.
o Define nonpoint source pollution. List examples of this type of pollutant.
o Define point source pollution. List examples of this type of pollutant.
• Irrigation Methods
o Describe the pros and cons of different types of irrigation systems. Explain how each type may have positive or negative impacts on the environment.
• Methods to Reduce Urban Runoff
o Describe urban runoff and the impacts on streams, rivers and other natural water bodies. Explain how stormwater can be managed to protect the environment.
• Human Impacts on Ecosystems
o Describe the impacts of human activities on aquatic ecosystems.
• Eutrophication
o Explain the environmental effects of excessive use of fertilizers and detergents on aquatic ecosystems.
• Thermal Pollution
o Describe the effects of thermal pollution on aquatic ecosystems.
• Persistent Organic Pollutants (POPs)
o Describe the effect of persistent organic pollutants (POPs) on ecosystems.
• Impacts of Solid Waste Disposal in Aquatic Environments
o Describe how aquatic organisms and humans are affected by bioaccumulation and biomagnification.
• Waste Reduction Methods
o List and explain the effects of this type of waste on the environment.
o Calculate the amount of solid waste a typical person produces daily, weekly, monthly, annually, and over a life.
o Explain the current methods used to dispose of this type of waste.
• Sewage Treatment
o Identify and explain changes to these practices that could contribute to the reduction of solid waste.
o List current practices in place to reduce the amount of solid waste.
o Compare and contrast the pros and cons of these practices.
• Pollution and Human Health
o List human health issues that are related and/or linked to pollution (e.g., lead in drinking water).
o Detail how these links could be researched to determine care and possible prevention.
o Identify the cause and effect of this pollution on the human population.
o Cite two to three examples of human health issues linked to pollution locally, nationally, and internationally.

Module 7: Atmospheric Dynamics, Climate Change, and Air Pollution
• Air Pollution Sources and Effects
o Describe air pollution sources and their effects.
• Interactive Simulation: Determining Sources of Air Pollution in an Industrialized Area
o Describe the factors that increase and decrease the formation of air pollutants in an urban and rural setting.
o Explain strategies that people can adopt to aid in the reduction of air pollutants in an urban and rural setting.
o Describe different types of air pollution.

• Indoor Air Pollution
o Define and explain the processes that improve indoor air quality.
o List and describe the factors that negatively impact indoor air quality.
o Define indoor air quality and explain how it is measured.
• Reducing Ozone Depletion
o Define chlorofluorocarbons (CFC); explain how these affect the ozone layer.
o Identify how the reduction of CFCs will affect the ozone layer.
o Identify CFC replacements that are also harmful to the ozone layer.
• The Greenhouse Effect
o List the main greenhouse gases.
o Rank these gases according to their negative contribution to global climate change.
o Explain how each of these gases affects global climate change.
• Noise Pollution
o List the factors that contribute to noise pollution.
o Define how noise pollution is measured.
o Explain how noise pollution negatively impacts the local environment and inhabitants (wildlife, human populations, and financial considerations).
o Explain how noise pollution is regulated.
o Discuss the process and policies (local, state, federal) of noise abatement.
• Global Climate Change
o List long-term changes in climate and the direct impact they have on ecosystems.
o Research data for one short-term and one long-term impact on an environment.
o List short-term changes in climate and the direct impact they have on ecosystems.
o Analyze the data and hypothesize positive changes implemented in the short term that improve the change over time.
• Ocean Warming
o Define and explain coral bleaching; explain how this process over time impacts local species and local habitats.
o Define ocean warming; list the factors involved in global warming.
• Human Impacts on Biodiversity
o Define HIPPCO.
o Define how habitat fragmentation occurs and list the causes.
o Explain the relationship between a species and the scale of the fragmentation.

Module 8:Energy Resources and Energy Use
• Renewable and Nonrenewable Resources
o Identify examples of renewable and nonrenewable resources in your state.
• Global Energy Consumption
o Describe the energy consumption trends in non developed countries.
o Describe the trends in energy consumption in your state.
o Describe the energy consumption trends in developed countries.
o Explain how these trends differ.
• Distribution of Natural Energy Resources
o Explain how a region's geography determines or influences the types of natural energy resources available.
o Identify where natural energy resources are available across the globe.
• Fossil Fuels
o Compare and contrast the combustion processes for each including the by-products produced.
o Describe the process of converting each type of fossil fuel (natural gas, oil, petroleum, and coal) into usable energy.
• Nuclear Power
o Describe how nuclear energy is generated. Starting with the raw material, describe the steps in the process, the harnessing of the energy, the by-products produced, and how these by-products are managed, disposed of, or stored.
• Solar Energy

o Describe a solar photovoltaic system and how it works.
o Discuss the limitations of solar energy.
o Explain how solar energy is collected, converted, and stored.
o Explain why solar energy is considered a "green" source of energy.
o Describe how solar energy is generated.
o Describe how solar energy is collected and converted into usable energy.
• Hydroelectric Power
o Compare and contrast hydroelectric power produced by dams and tidal turbines.
• Geothermal Energy
o Explain the effects of this type of energy production on the local environment.
o Describe the process that captures and converts geothermal energy to generate power.
• Wind Energy
o Explain the pros and cons of the construction of wind-energy technologies, their use, and disposal.
o Describe the process of power generation using the wind.
• Energy Conservation
• Describe the methods for conserving energy.

Textbooks, Software, and Equipment:
- ArcGIS
- Imagine Edgenuity (Imagine Learning)
- Open Educational Resources (Student Guide, Online videos and articles, etc.)

III. CRITERIA FOR AWARD OF COLLEGE CREDIT

Credit for the articulated course listed above may be received if all of the following criteria are met:

1. The high school instructor will utilize MiraCosta faculty approved exams, projects, or portfolios to assess student learning outcomes.
2. This high school teacher, or school district designee, has provided course rosters to MiraCosta.
3. The student has completed an Application for Admission to MiraCosta College, has obtained a college SURF ID number, and has submitted a petition for credit via the process administered by the college to manage students applying for credit by exam (CBE) via high school articulation agreement(s).
4. The student has completed the articulated high school course(s) listed in this agreement with a credit-by-exam and course grade of "B" or better. NOTE: Credit-by-exam does not necessarily involve only a written exam. It is a demonstration of proficiency. A portfolio, an oral interview, a demonstration project, a modified final examination, etc. may also be acceptable as determined by the lead college faculty and/or college department chair.
5. The final exam/assessment grade is transcripted and noted as CREDIT BY EXAM on the MiraCosta College transcript.
6. The high school teacher, or school district designee, shall submit all grades and credit recommendations by the college deadline to ensure that credit is transcripted in a timely manner.
7. MiraCosta College and the high school/high school district agree to share student data that includes personal identification information, as necessary to validate college enrollment, credit eligibility, and credit awarded. Information will only be shared with designated high school and college personnel.

Family Educational Rights and Privacy Act (FERPA)
Due to FERPA laws, MiraCosta College staff are prohibited from sharing information regarding a student's record with anyone besides the student and designated K12 educators and staff. This includes, but is not limited to, parents and guardians.

Instructor/Curriculum Changes: If there is a change in high school instructor during the term of this articulation, the agreement remains in effect if none of the course content, including final exam, project, or presentation, changes. High school administration is responsible for ensuring that the new instructor is aware of the articulation agreement and follows all procedures and criteria explained in this agreement.

When there are changes to High School courses during the two-year articulation window, the high school liaison shall immediately contact the Career Education Pathways coordinator, who shall inform the MiraCosta College discipline faculty and articulation officer of changes and/or additions to high school articulated courses that may impact university articulations, ADTs, and/or common numbered courses. Discipline faculty may rescind the articulation agreement if there are changes that move the High School course out of alignment.
Upon the expiration of the term of this agreement, this articulation is eligible for renewal pending (1) review of updated curriculum by both parties and (2) an agreement by all parties to extend the life of the articulation for another two-year term.

ALTUS CHARTER SCHOOLS

05/26/2025

Allison Fleck — Date
High School Coordinator

Cathryn Rambo 05/29/2025

Cathryn Rambo — Date
Dean of Academic Affairs and
Altus Schools

MIRACOSTA COLLEGE

05/23/2025

Mike Fino for Megan Allison — Date
Faculty & Department Chair

05/23/2025

Mike Fino — Date
Dean, School of Natural & Social
Sciences

Altus HORT 166 ArticulationAgreement 25-27

Final Audit Report 2025-05-29

Created:	2025-05-23
By:	Amy Pimentel (apimentel@miracosta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAMCNj6LN7sj1UjybFqj9e-PVQQhQTxS-o

"Altus HORT 166 ArticulationAgreement 25-27" History

Document created by Amy Pimentel (apimentel@miracosta.edu)
2025-05-23 - 8:09:09 PM GMT- IP address: 68.8.142.234

Document emailed to Mike Fino (mfino@miracosta.edu) for signature
2025-05-23 - 8:10:07 PM GMT

Email viewed by Mike Fino (mfino@miracosta.edu)
2025-05-23 - 9:03:48 PM GMT- IP address: 54.152.3.141

Document e-signed by Mike Fino (mfino@miracosta.edu)
Signature Date: 2025-05-23 - 9:26:59 PM GMT - Time Source: server- IP address: 209.129.33.70

Document emailed to Allison Fleck (afleck@altusschools.net) for signature
2025-05-23 - 9:27:01 PM GMT

Email viewed by Allison Fleck (afleck@altusschools.net)
2025-05-26 - 10:51:15 PM GMT- IP address: 104.47.58.254

Document e-signed by Allison Fleck (afleck@altusschools.net)
Signature Date: 2025-05-26 - 10:51:37 PM GMT - Time Source: server- IP address: 104.188.23.56

Document emailed to Cathryn Rambo (crambo@altusschools.net) for signature
2025-05-26 - 10:51:39 PM GMT

Email viewed by Cathryn Rambo (crambo@altusschools.net)
2025-05-29 - 2:01:12 PM GMT- IP address: 68.101.216.120

Document e-signed by Cathryn Rambo (crambo@altusschools.net)
Signature Date: 2025-05-29 - 2:01:29 PM GMT - Time Source: server- IP address: 68.101.216.120

Agreement completed.
2025-05-29 - 2:01:29 PM GMT

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CREDIT BY EXAM/ARTICULATION AGREEMENT

MiraCosta College, in cooperation with Altus Charter School locations in San Diego and San Bernadino Conties, has agreed to grant Credit for Prior Learning: Credit by Exam to students meeting the grade requirements and completing the registration process for the following specific articulated course:

Altus Charter Schools'
Health Concepts 1 & 2
10 HS Credits – 180 Hours

with

MiraCosta College's
NURS 151: Body Systems Survey for Health Professions
3 units

This articulation agreement applies to the following academic years:

Year 1: 2025-2026
Year 2: 2026-2027

I. COLLEGE COURSE INFORMATION

College Course Description: This basic anatomy and physiology course is intended for students who are preparing for a career in health professions. The content is presented from simple to complex, beginning with cellular functioning and progressing through the various organ systems. Students learn how an organ is anatomically designed to perform a specific physiological task and how each organ system plays a role in maintaining homeostasis.

Outline of College Course Content:
I. Levels of organization of the human body
A. How the body is organized
B. Anatomical positions, planes, and cavities of the body.

II. Basic chemistry
A. Basic components of the atom
B. pH C. Energy and the role of adenosine triphosphate (ATP) in energy transfer. I

II. Cells A. Organelles and their function B. Cellular metabolism C. Homeostasis. IV. Acid-base balance
A. pH
B. Water and electrolyte balance and imbalance
C. Define and differentiate between an acid and a base.

V. Tissues and membranes
A. Types and location of tissues
B. Types and location of membranes.

VI. Organ systems
A. Eleven systems
B. Basic anatomy and physiology.

College Student Learning Outcomes:

1. At the end of the course students will be able to describe all eleven major organ systems and their role in maintaining homeostasis.
2. At the end of the course students will relate structure to function of all major body systems.
3. Students will be able to identify and describe anatomic terms for regions, planes and relative positions of the body.

College Performance Objectives:

1). List the levels of organization of the human body from the atom to the complex human organism.
2). Relate the eleven major organ systems to their function in the body.
3). Describe homeostasis including the physical and chemical parameters that an organism must maintain (e.g., pH and osmotic concentration) to allow proper functioning of its component cells, tissues, organs, and organ systems.
4). Identify the levels of organization, the major cavities, and the three major planes of the body.
5). Differentiate among the terms used for relative positions and regions of the body.
6). Distinguish between an acid and a base.
7). Compare and contrast types of tissues and types of membranes.
8). Describe the structure and function of the cell and its organelles, considering the chemical makeup of the cell membrane and its ability to selectively transport molecules.

II. HIGH SCHOOL COURSE INFORMATION

High School Course Description:

This year-long course introduces high school students to the fundamental concepts of anatomy and physiology – including the organization of the body, cellular functions, and the chemistry of life. As they progress through each unit, students will learn about the major body systems, common diseases and disorders, and the career specialties associated with each system. Students will investigate basic medical terminology as well as human reproduction and development. Students are introduced to these fundamental health science concepts through direct instruction, interactive tasks, and practice assignments. This course is intended to provide students with a strong base of core knowledge and skills that can be used in a variety of health science career pathways. This course is aligned with introductory health science career and technical education frameworks.

Outline of High School Course Content and Student Learning Outcomes:

Health Science Concepts 1 - Course Outline:
Each unit involves: Instructional Videos, Assignments (Application Practice), and Unit Tests
Unit: The Human Body and Genetics

- Introduction to Anatomy and Physiology
- Organization of the Body
- Areas of Study within Anatomy
- Atoms and Molecules
- The Chemistry of Life
- DNA and Genetics
- Genetic Diseases and Disorders
- Heredity and Heritability

- Unit Wrap-Up and Career Connection
- Unit Test

Unit: Cells
- Introduction to Cells
- Cell Functions
- The Study of Cells
- Cell Growth and Organization
- Cell Division and Mitosis

- Moving Cellular Material
- Sexual Reproduction and Meiosis
- Energy
- Organic Substances and Compounds
- Unit Wrap-Up and Career Connection
- Unit Test

Unit: Tissues, Organs, and Systems
- Tissue and Diseased Tissues
- Injuries
- Body Cavities
- Membranes and Glands
- Organs and Organ Systems
- Homeostasis
- Homeostatic Processes
- Homeostatic Disorders
- Unit Wrap-Up and Career Connection
- Unit Test

Unit: Diseases and Disorders
- Disease
- Cause of Disease
- Chain of Infection
- Cancer
- Bloodborne Diseases
- Physical Disorders
- Pyschosomatic Diseases and Stress-Related Physical Ailments
- Treatments of Diseases and Disorders
- Monitoring Diseases
- Disease Prevention
- Unit Wrap-Up and Career Connections
- Unit Test

Unit: Anatomy of the Body
- Exploring Health Science Careers
- Studying Health Science
- Basic Medical Terminology
- Basic Medical Prefixes, Suffixes, and Root Words
- Basic Medical Abbreviations
- The Anatomical Position and Surface Anatomy
- Planes and Directions of the Body

- Axial Regions of the Body
- Appendicular Regions of the Body
- Unit Wrap-up and Career Connection
- Unit Test

Unit: Musculoskeletal System
- The Skeletal System

- Bones and Joints
- Bones and Axial Skeleton
- Bones of the Appendicular Skeleton
- The Muscular System
- Skeletal, Cardiac, and Smooth Muscles
- Articulations and Body Movement
- Common Diseases and Disorders of the Musculoskeletal System
- Musculoskeletal System Career Specialties
- Unit Wrap-Up and Career Connection
- Unit Test
- ESSAY: Writing an Argumentative Essay about Health Care

Cumulative Exam Review Cumulative Exam

Health Science Concepts 2 - Course Outline:
Each unit involves: Instructional Videos, Assignments (Application Practice), and Unit Tests

Unit: Nervous and Sensory Systems
- The Nervous System
- Nerves
- The Brain and Spinal Cord
- Common Diseases and Disorders of the Nervous System
- Nervous System Career Specialties
- The Sensory System
- Common Diseases and Disorders of the Sensory System
- Sensory System Career Specialties
- Unit Wrap-Up and Career Connection
- Unit Test

Unit: Cardiovascular System
- The Cardiovascular System
- The Heart
- Blood
- Blood Pressure
- Disorders of the Blood
- Myocardial Infarction
- Common Diseases and disorders of the Cardiovascular System
- Cardiovascular System Career Specialties
- Unit Wrap-Up and Career Connection
- Unit Test

Unit: Respiratory System
- The Respiratory System
- Anatomy of the Upper Respiratory System
- Anatomy of the Lower Respiratory System

- Circulation and Respiration
- Gas Exchange

- Common Diseases and Disorders of the Respiratory System
- Respiratory System Career Specialties
- Unit Wrap-Up and Career Connection
- Unit Test

Unit: Integumentary, Lymphatic, and Immune System
- The Integumentary System
- Common Diseases and Disorders of the Integumentary System
- Integumentary System Career Specialties
- The Lymphatic System
- Common Diseases and Disorders of the Lymphatic System
- The Immune System
- Common Diseases and Disorders of the Immune System
- Immune System Career Specialties
- Unit Wrap-Up and Career Connection
- Unit Test

Unit: Digestive, Urinary, and Endocrine System
- The Digestive System
- Common Diseases and Disorders of the Digestive System
- Digestive System Career Specialties
- The Urinary System
- Common Diseases and Disorders of the Urinary System
- Urinary System Career Specialties
- The Endocrine System
- Common Diseases and Disorders of the Endocrine System
- Endocrine System Career Specialties
- Unit Wrap-Up and Career Connection
- Unit Test

Unit: Human Reproduction and Development
- The Reproductive System
- Male Reproductive System
- Female Reproductive System
- Reproduction
- Pregnancy
- Common Diseases and Disorders of the Reproductive System
- Reproductive System Career Specialties
- Human Growth and Development
- Death And Dying
- Unit Wrap-Up and Career Connection
- Unit Test

Unit: Pursuing Health Science Careers
- Career Plans and Portfolios
- Career Portfolio and Resume- Create a Multimedia Presentation
- Career Options
- 21st-Century Skills: Interview Skills

o Practice Interview- Presentation
o Evaluate a Speaker Project Cumulative Exam Review

High School Student Learning Outcomes:

6. Student Learning Outcomes: Health Science Concepts 1 & 2
1. Examine the human body to explain its organization and functions
□ How the body is organized
□ Anatomical Positions, Planes, and Cavities of the Body
□ Be able to relate the human body to Anatomy concepts and explain their functions
a) Atoms, Molecules, Cells, DNA, Genetics
2. Use basic medical terminology to describe health science concepts
3. Understand common diseases and disorders of the body systems
4. Define the stages of human reproduction and development
5. Understand the Basic Body Systems and Organs
□ Basic anatomy and physiology terms and concepts
6. Relate the body systems to their health science career specialties

Textbooks, Software, and Equipment:
- Imagine Edgenuity (Imagine Learning)
- Open Educational Resources (Student Guide, Online videos and articles, etc.)

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Upon the expiration of the term of this agreement, this articulation is eligible for renewal pending (1) review of updated curriculum by both parties and (2) an agreement by all parties to extend the life of the articulation for another two-year term.

ALTUS CHARTER SCHOOLS

05/26/2025

Allison Fleck — Date
School Coordinator

Cathryn Rambo 05/29/2025

Carolyn Rambo — Date
Dean of Academic Affairs and
Altus Schools

MIRACOSTA COLLEGE

Alison Phinney (May 23, 2025 13:22 PDT) 05/23/2025

Allison Phinney — Date
Faculty & Department Chair

05/23/2025

Danielle Lauria — Date
Dean, Nursing, Health, and
Wellness

Altus NURS 151 ArticulationAgreement 25-27

Final Audit Report 2025-05-29

Created:	2025-05-23
By:	Amy Pimentel (apimentel@miracosta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAxktsGsfqVVadOmqY7JyQ6h96S8caEWX7

"Altus NURS 151 ArticulationAgreement 25-27" History

Document created by Amy Pimentel (apimentel@miracosta.edu)
2025-05-23 - 8:12:55 PM GMT- IP address: 68.8.142.234

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2025-05-23 - 8:13:36 PM GMT

Email viewed by Alison Phinney (aphinney@miracosta.edu)
2025-05-23 - 8:21:47 PM GMT- IP address: 104.47.74.126

Document e-signed by Alison Phinney (aphinney@miracosta.edu)
Signature Date: 2025-05-23 - 8:22:02 PM GMT - Time Source: server- IP address: 174.65.174.197

Document emailed to dlauria@miracosta.edu for signature
2025-05-23 - 8:22:03 PM GMT

Email viewed by dlauria@miracosta.edu
2025-05-23 - 8:37:20 PM GMT- IP address: 209.129.33.10

Signer dlauria@miracosta.edu entered name at signing as Danielle Lauria
2025-05-23 - 8:38:30 PM GMT- IP address: 209.129.33.10

Document e-signed by Danielle Lauria (dlauria@miracosta.edu)
Signature Date: 2025-05-23 - 8:38:32 PM GMT - Time Source: server- IP address: 209.129.33.10

Document emailed to Allison Fleck (afleck@altusschools.net) for signature
2025-05-23 - 8:38:33 PM GMT

Email viewed by Allison Fleck (afleck@altusschools.net)
2025-05-26 - 10:52:29 PM GMT- IP address: 104.47.58.254

Document e-signed by Allison Fleck (afleck@altusschools.net)
Signature Date: 2025-05-26 - 10:53:04 PM GMT - Time Source: server- IP address: 104.188.23.56

Document emailed to Cathryn Rambo (crambo@altusschools.net) for signature

2025-05-26 - 10:53:06 PM GMT

Email viewed by Cathryn Rambo (crambo@altusschools.net)

2025-05-29 - 2:00:21 PM GMT- IP address: 68.101.216.120

Document e-signed by Cathryn Rambo (crambo@altusschools.net)

Signature Date: 2025-05-29 - 2:00:41 PM GMT - Time Source: server- IP address: 68.101.216.120

Agreement completed.

2025-05-29 - 2:00:41 PM GMT

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CTE CREDIT BY EXAM AGREEMENT

MiraCosta College, in cooperation with Altus Charter Schools has agreed to grant Credit for Prior Learning: Credit by Exam to students meeting the grade requirements and completing the registration process for the following specific course:

San Digo County Altus Affiliated Schools
Hospitality Management 1, 2
4 HS Credits – 120 Hours

with

MiraCosta College
Introduction to Hospitality Management
HOSP 100, 3 units

This articulation agreement applies to the following academic years:

Year 1: 2026-2027
Year 2: 2027-2028

I. COLLEGE COURSE INFORMATION

College Course Description: This course provides an overview of the structure and financial performances of the hospitality industry, including food and lodging, resorts, tourism enterprises, attractions, and related operations. It emphasizes orientation to customer service, cultural/economic trends, and career opportunities. Students may be required to visit various hospitality sites. C-ID HOSP-100

Top Code: 1307.00 - Hospitality Administration/Management, General*

Outline of Course Lecture Content

I. History of hospitality
A. Characteristics of the hospitality industry
B. Relationship between hospitality and tourism
C. Hospitality trends
D. Industry resources and guides.

II. Travel and tourism industry
A. Air travel
B. Pleasure travel
C. Business travel.

III. Career opportunities
A. Hospitality careers
B. Tourism careers
C. Career goals and paths.

CTE CREDIT BY EXAM AGREEMENT

MiraCosta College, in cooperation with Altus Schools, has agreed to grant Credit for Prior Learning: Credit by Exam to students meeting the grade requirements and completing the registration process for the following specific course:

San Diego County Altus Charter Schools'
Information and Communication Technology 1 & 2
10 HS Credits – 180 Hours

with

MiraCosta College
CSIT 101 - Introduction to Computers
3 units

This agreement applies to the following academic years:

Year 1: 2026-2027
Year 2: 2028-2029

I. COLLEGE COURSE INFORMATION

College Course Description: This course is intended for students wishing to develop or strengthen their basic computer skills. Topics include basic computer techniques and literacy in computer concepts, Windows, working with files and folders, word processing, spreadsheets, browsing and searching the web, safe and ethical computer and Internet practices, email, computer maintenance, security, purchasing a computer, and academic online course management systems, such as Canvas.

Top Code: 0701.00 Computer and Information Sciences General

Outline of College Course Content:

I. Understanding the computer
A. Brief computer history
B. Computer components, specifications, and operations
C. Using the mouse and keyboard
D. Setting up a new computer
E. Software installation basics
F. Ergonomic best practices
G. Energy efficiency issues
H. Turning computer off/on properly.

II. Desktop and Windows basics
A. Desktop
B. Taskbar and start menu

C. Open, close, resize, and move windows
D. Menus, buttons, bars, and boxes
E. Arranging and organizing icons and shortcuts
F. Notification area and task manager
G. User accounts
H. Multiple windows; multitasking
I. Customizing display and mouse settings
J. Windows help system.

III. Applications, files, and folders basics
A. Open and close and uses of various applications
B. Folder and file organization overview
1. Folder and subfolder hierarchy and paths
2. Working with multiple folders, subfolders, and files
3. Best practices in file organization.
C. My documents
D. Moving, copying, deleting, and restoring files
E. USB and Cloud storage device overview
F. Basic security
G. Antivirus
H. Backup techniques.

IV. Internet and Web browser basics
A. Brief Internet history and how it works
B. Connection types and choices
C. Internet service providers
D. Address bar and hyperlinks
E. Keyword searches, bookmarks, history
F. Search engines and search strategies
G. Downloading files and software
H. Safe and ethical practices.

V. Sending and receiving email basics
A. Various email platforms
B. Inbox; outbox
C. Basic security overview
D. Downloading files
E. Attachments
F. Address books and organization
G. File compression
H. Spam, viruses, and phishing
I. Group email and collaboration
J. Professional email etiquette standards.

VI. Word processing basics
A. Open and close document
B. Typing text and cut, copy, and paste
C. Save; save as
D. Basic text formatting
E. Basic paragraph and page formatting
F. Line spacing
G. Margins
H. Modifying the quick access toolbar.
I. Printing

J. Word processing help system.

VII. Spreadsheet basics
A. Navigation
B. Ranges, columns, and rows
C. Cutting, copying, and pasting cell contents
D. Basic addition and subtraction formulas
E. Functions: SUM, AVG
F. Basic spreadsheet formatting
G. Basic column and pie chart creation
H. Saving and printing and help system.

VIII. Academic computing basics
A. Course management systems and tools
B. Course notification settings
C. Assignment submission methods
D. Checking grades
E. Discussion board use
F. Interacting effectively with instructors and classmates in an online environment
G. Academic system course registration and search tools
H. On-campus print systems and accounts
I. On-campus help desk.

IX. Computer maintenance and security; purchasing a computer
A. Installing, uninstalling, and running software
B. Disk clean up and defragmentation
C. Antivirus software, spyware, and firewalls
D. New computer purchase considerations.

College Student Learning Outcomes:

1. Explain the audio chain from input to output.
2. Create a diagram of the audio chain in a basic signal path.
3. Identify and explain the different types of microphones and their intended application.

II. HIGH SCHOOL COURSE INFORMATION

High School Course Description: Information and Communication Technology (ICT) 1, 2 is a year-long CTE course. This course is designed for students who are interested in the Information Technology Industry Sector. ICT exposes students to a broad overview of careers in this industry sector, while focusing on the knowledge and skills useful to students interested in careers in this field. Students will create their own professional portfolio highlighting their strengths and plan for a career within this industry. Students also learn about IT and Computer Hardware, including legal and ethical issues, wireless IT, and computing basics and system maintenance/computer hardware. Also covered throughout this course is operating systems and application software development, network administration, copyright and programming, and coding. Students will need access to the course on Edgenuity; word processing, presentation, and spreadsheet software; and Python.

Outline of High School Course Content:

I. Module 1: Introduction to Information Technology
A. The Four Areas of Information Technology Employment
B. Compare and Contrast Careers in IT
C. Entrepreneurship

D. Lifelong Learning Skills
E. Create a Professional Portfolio
F. Planning Your Career

II. Module 2: IT and Computer Hardware
A. Information Technology
B. Job-Specific Math Skills
C. IT Legal and Ethical Issues
D. Wireless IT
E. Computing Basics
F. The Evolution of the Computer
G. Hardware Input and Output
H. Sound, Graphics, and Network Cards
I. System Maintenance
J. Upgrade Computer Hardware

III. Module 3: Operating Systems and Application Software
A. Software Overview
B. Software Development
C. Computer Operating Systems
D. File Management
E. File Management Tools
F. Web Browsers

IV. Module 4: Networks and the Internet
A. Network Basics
B. Evolution of Networks
C. Wireless Networks
D. Network Administration
E. Ethical Issues on the Internet
F. Copyright and IP
G. Search on the Internet
H. Risks on the Internet
I. Improving Network Security

V. Module 5: HTML and the Web
A. Web Pages
B. Investigate Web Design
C. HTML Basics
D. Create a Web Page
E. Use CSS to Design a Web Page
F. Add Images to a Web Page
G. Publish to the Web
H. Risks on the Internet
I. Improving Network Security

VI. Module 6: General Workplace Skills
A. Communication Skills
B. Positive Personal Qualities in the Workplace

C. Diversity in the Workplace
D. Positive Work Ethic
E. Teamwork and Collaboration
F. Project Management Skills
G. Parts of an Email Message
H. Appropriate Email Use
I. Organizations
J. Organizational Responsibilities

Information and Communication Technology 2 Course Outline:

VII. Module 7: Spreadsheets and Presentations
A. Spreadsheet Basics
B. Create and Use a Spreadsheet
C. Use Spreadsheet Functions and Formulas
D. Advanced Spreadsheet Features
E. Create Advanced Spreadsheets
F. Spreadsheets and Data Management
G. Presentation Software
H. Create a Presentation

VIII. Module 8: Creating Multimedia
A. Digital Images
B. Create and Edit Images
C. Digital Audio
D. Audio Editing Techniques
E. Digital Video
F. Create a Multimedia Presentation
G. Create and Format a Letter
H. Format a Research Paper
I. Create a Business Card and a Flyer

IX. Module 9: Introduction to Programming
A. Programming Overview
B. Algorithms
C. Programming Design
D. Logic Problems
E. Writing a Problem Statement
F. Exploring a Problem and Communicating a Solution
G. Using Flowcharts and Pseudocode

X. Module 10: Writing and Testing Code
A. Variables and Data Types
B. Functions, Procedures, Arguments and Parameters
C. Conditional Statements
D. Iteration
E. Internal Data Representation
F. Integrated Development Environments
G. Resources for Programmers
H. Program with Variables

I. Program with Functions and Arguments
J. Testing and Fixing Code

XI. Module 11: Programming with Lists and Loops
A. Use Conditional Statements
B. Use Data Structures
C. Use Iteration
D. Readable Code
E. Encode and Decode Text
F. Types Of Errors
G. Debugging a Program
H. Cumulative Exam

Information and Communication Technology Course Projects
1). Introduction to Information Technology: Students complete the following projects:
- Resume and cover letter
  - o Choose an area of interest from the four areas of IT
  - o Create a resume from a template based on current skills
  - o Find a dream job on a search site and write an original cover letter

  IT and Computer Hardware: Students complete the following projects:
- Build a Computer
  - o Research current components
  - o Review company budget
  - o Shop for parts
- Upgrade a Computer
  - o Make upgrade recommendations based on a memo from the boss

2). Operating Systems and Applications Software: Students address a writing prompt:
- Customer support
  - o Explain how you would assist a customer who needs to find a saved file on their computer.
  - o The customer isn't sure where the file is or which operating system they have.

3). General workplace skills: Students demonstrate their understanding of their skills:
- Write a response to a scenario with a team member who you don't think is contributing fairly
- Review a colleague's informal email. Politely offer suggestions so the email can sound more profession before the colleague sends it to the boss.

4). Networks and the Internet: HTML and the Web: Students do the following:
- Create a web page
- Add images to a web page
- Use CSS to design a web page.
- Debug an existing HTML file so that it works as intended
- Add CSS elements to the debugged page

5). Spreadsheets and Presentations: Students do the following:
- Create a presentation
- Create and use a spreadsheet
- Create advanced spreadsheets
- Use spreadsheets functions and formulas
- Download and sort a spreadsheet.
- Format the data with columns and a chart once sorted

6). Creating Multimedia: Students do the following:
- Create a Business Card and a Flyer
- Create a multimedia presentation
- Create and edit images
- Create and format a letter
- Format a research paper

7). Writing and Testing Code: Students do the following:
- Program with Functions d Arguments
- Program with Variables
- Download and debug a Python file with errors

8). Programming with Lists and Loops: Students do the following:
- Encode and Decode Text
- Use conditional statements
- Use data structures and iteration
- Download a Python file containing repetitive code. Use loops to make a more efficient version.

Student Learning Outcomes

Information and Communication Technology 1 Student Learning Outcomes

Module 1: Introduction to Information Technology

1. Learn about careers available in the field of information technology.
2. Learn about personality, skills, and aptitudes related to the field of IT.

Module 2: IT and Computer Hardware

1. Learn about current and emerging technologies used in business and in people's personal lives.
2. Learn about laws IT professionals must follow.
3. Learn how computers are used in society, and what is meant by a “paperless society.”
4. Learn about the earliest computers, miniaturization and Moore’s Law.
5. Learn about the components that are used in a computer.
6. Learn how to perform system and software application maintenance on a computer.
7. Learn how to purchase a computer based on the needs of a client or company.

Module 3: Operating Systems and Application Software

1. Learn about the software development process and common models for implementing it.
2. Learn the fundamentals of operating systems.
3. Learn about file extensions, file formats, and file associations.
4. Learn about file management tools and their use to maintain, manage, and secure files.
5. Learn about the functional components of web browsers, how they work, and what features are common to all browsers.

Module 4: Networks and the Internet

1. Learn about how computers use networks to share information.
2. Learn about current trends in networking and wireless technology.
3. Learn about network administration.
4. Learn about using the Internet efficiently and ethically.
5. Learn about network security.

Module 5: HTML and the Web

1. Learn about the elements of a web page and the terminology used to describe web pages.
2. Learn about HTML as a language and the terminology used to describe it.
3. Learn how to add graphics and links to an HTML file.
4. Learn how to add styles to your HTML and apply CSS rules to elements of a web page.

5. Learn how to set up and publish a website to the Internet.
Module 6: General Workplace Skills
1. Learn about workplace rules, policies, and procedures, and the legal responsibilities of employees.
2. Learn about project planning and time management.
3. Learn about the purposes, functions, and capabilities of e-mail.
4. Examine appropriate and inappropriate uses of e-mail.

Information and Communication Technology 2 Student Learning Outcomes
Module 7: Spreadsheets and Presentations
1. Learn about basic spreadsheet features that make working with data easier and more accurate.
2. Use spreadsheets to perform basic calculations.
3. Practice using subtotals, cell protection, and conditional formatting, lookup tables, nested IF statements, and how to add a chart and graph to your spreadsheet
4. Learn about spreadsheet procedures you can use to manage data.
5. Learn about features you can use in presentation software.
6. Learn about tools that can help you as a presenter when using this software in the future.
Module 8: Creating Multimedia
1. Learn about the basics of digital images.
2. Create a drawing that will be a poster for a Digital Art Gallery.
3. Learn about techniques for editing audio recordings.
4. Learn about video file formats and encoding methods.
5. Learn how word processing software is used.
6. Learn how to create and format a professional letter.
7. Learn how to format a research paper using a set of style guidelines.
8. Design a flyer using desktop publishing tools.
Module 9: Introduction to Programming
1. Learn about the ways algorithms are used to solve problems in everyday life.
2. Learn about programming design as an approach to writing code.
3. Learn about using pseudocode to design a computer program.
Module 10: Writing and Testing Code
1. Learn about variables and common data types used in programming.
2. Learn what conditional statements are and their important in computer programming.
3. Learn how to use iteration and loop statements to repeat programming instructions.
4. Learn about computer numbering systems including binary, octal, decimal, and hexadecimal.
5. Learn about programming syntax and naming conventions for variables, and write basic programming code in Python.
6. Practice writing a simple function.
7. Learn about the process of testing and debugging computer code.
Module 11: Programming with Lists and Loops
1. Learn how to write an if statement with more than one condition.
2. Write some code in Python to practice working with list methods.
3. Learn how iteration is used to modify a data structure by adding or removing its elements.
4. Learn how to write a program in Python that encodes a text string in Unicode character encoding, and decodes Unicode character encoding into text.
5. Learn about errors, computer bugs, and their effects.

Textbooks or Other Support Materials: Edgenuity (e2021 and Giant Campus); Word Processing, Presentation, and Spreadsheet Software; Python

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4. The student has completed the articulated high school course(s) listed in this agreement with a credit-by-exam and course grade of "B" or better. NOTE: Credit-by-exam does not necessarily involve only a written exam. It is a demonstration of proficiency. A portfolio, an oral interview, a demonstration project, a modified final examination, etc. may also be acceptable as determined by the lead college faculty and/or college department chair.
5. The final exam/assessment grade is transcripted and noted as CREDIT BY EXAM on the MiraCosta College transcript.
6. The high school teacher, or school district designee, shall submit all grades and credit recommendations by the college deadline to ensure that credit is transcripted in a timely manner.
7. MiraCosta College and the high school/high school district agree to share student data that includes personal identification information, as necessary to validate college enrollment, credit eligibility, and credit awarded. Information will only be shared with designated high school and college personnel.

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Instructor/Curriculum Changes: If there is a change in high school instructor during the term of this articulation, the agreement remains in effect as long as none of the course content, including final exam, project, or presentation, changes. High school administration is responsible to ensure that the new instructor is aware of the articulation agreement and follows all procedures and criteria explained in this agreement.

Upon the expiration of the term of this agreement, this articulation is eligible for renewal pending (1) review of updated curriculum by both parties and (2) an agreement by all parties to extend the life of the articulation for another two-year term.

Signatures on Next Page

ATLUS CHARTER SCHOOLS

05/01/2026

Allison Fleck Date
Administrator of Instructional Services

Cathryn Rambo

Cathryn Rambo Date
Dean of Academic Affairs and Altus Schools

MIRACOSTA COMMUNITY COLLEGE

Steve Isachsen 05/04/2026
Steve Isachsen (May 4, 2026 12:55:10 PDT)

Steve Isachsen Date
Faculty & Department Chair

Annie Ngo (May 4, 2026 13:33:37 PDT) 05/04/2026

Dr. Annie Ngo Date
Dean of Business & Technology

Altus CSIT 101 CbE Agreement 26-28

Final Audit Report 2026-05-04

Created:	2026-04-24
By:	Amy Pimentel (apimentel@miracosta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAEvpa3VRzwXCgbw2jaJJdgSiXTtKYegjE

"Altus CSIT 101 CbE Agreement 26-28" History

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2026-04-24 - 8:04:27 PM GMT

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2026-04-24 - 8:11:02 PM GMT- IP address: 174.227.124.156

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IV. Food service operations
A. Front of house
B. Back of house
C. Cost control.

V. Restaurant organization
A. Classification of restaurants
B. Restaurant operations
C. Trends in restaurant operations.

VI. Hotel operations
A. Types and location of hotels
B. Rating and classification of hotels
C. Trends in hotel development.

VII. Club organization and operation
A. Types of clubs
B. Club management
C. Trends in club management.

VIII. Meetings industry, conventions, and expositions
A. Types of meetings, conventions, and expositions
B. Venues
C. Trends in meetings, conventions, and expositions.

IX. Marketing and selling
A. Marketing basics
B. The sales process
C. Special considerations for marketing and selling in the hospitality industry.

X. Managing marketing communications
A. Types of marketing communications
B. Using social media
C. Best practices in marketing communications for the hospitality industry.

XI. Management companies
A. Organization of management companies
B. Development of management companies
C. Management company/client relationship.

XII. Franchising
A. The franchise relationship
B. Advantages and disadvantages of franchising
C. Franchising in the hospitality industry.

XIII. Ethics
A. Ethical dilemmas in hospitality
B. Sustainability in the hospitality industry.

XIV. Floating resorts: cruise line business
A. Organization of the cruise ship
B. Cruise markets
C. Trends in cruising.

XV. Gaming and casino hotels
A. History of gaming entertainment

B. Operations within gaming entertainment
C. Trends in the gaming industry.

XVI. Managing and leading hospitality enterprises
A. Characteristics of effective leaders and managers
B. Managing employees: classic management theories
C. Management structures.

XVII. Recreation
A. Theme park industry
B. Fairs and festivals
C. Trends in the theme park industry.

XVIII. Managed services
A. Airlines and airports
B. Leisure and recreation
C. Business and industry.

XIX. Special events management
A. Event management
B. Classifications of special events
C. Special event organizations.

College Competencies:
Upon successful completion of this course, students will be able to do the following:
1). Describe the origins and history of hospitality, food service, and tourism as a context for the present industry environment
2). Compare and contrast the scope and structure of the hospitality and tourism industry with non-service industries
3). Identify job titles and responsibilities within the hospitality, food service, and tourism industries
4). Relate general management theory and principles to the hospitality, food service, and tourism industries
5). Differentiate among and use various industry resources and guides as tools of the trade
6). Distinguish among the major classifications of the lodging industry
7). Assess the continuing growth of the hospitality, food service, and tourism industries.

College Student Learning Outcomes:
1. Compare and contrast the different hospitality and food service industries.
2. Relate general management theory and principles to hospitality, food service, and tourism.
3. Identify specific job titles within the hospitality, food service, or tourism industry and describe the
responsibilities of the positions as well as the outlook for future job growth.

II. HIGH SCHOOL COURSE INFORMATION

High School Course Description: The course sequence is designed to develop and build skills related to a career pathway in leadership in the Hospitality and Tourism Industry. The purpose of this course is for students to gain overall knowledge about leadership roles in the hospitality industry, along with more-detailed understanding of management roles within the guest experience cycle, human resources, operational finance, front office, security, as well as food and beverage services. The goal of this course is to explore the hospitality industry through a leadership context with a strong focus on business and marketing management. Students will

explore career opportunities and responsibilities within the Hospitality Industry. Students will develop professional skills in management of housekeeping operations, facilities management, operational finance management, and management of banquets and catered events. There is also an emphasis on industry financial trends such as sales to global audiences, developing marketing plans, budgeting, and management of sales teams. This course satisfies the Capstone course requirement for Hospitality and Tourism and leads to industry level certification as a certified Hospitality and Tourism Management Professional.

Outline of High School Course Content:

Hospitality, Tourism and Recreation 3 Course Outline:
Lesson 1: Chapter 1 Preparing for a Leadership Career pp. 2-10 Sections 1.1-1.3
Lesson 2: Chapter 1 Preparing for a Leadership Career pp. 11-19 Sections 1.4-1.7
Lesson 3: Chapter 2 Hospitality and Tourism Leadership pp. 22-29 Sections 2.1-2.3.
Lesson 4: Chapter 2 Hospitality and Tourism Leadership pp. 30-41 Sections 2.4-2.7.
Lesson 5: Chapter 1 test and Chapter 2 test.
Lesson 6: Chapter 3 Leadership and the Guest Cycle pp. 44-51 Sections 3.1-3.2.
Lesson 7: Chapter 3 Leadership and the Guest Cycle pp. 52-57 Sections 3.3-3.4
Lesson 8: Chapter 4 Managing the Guest Experience Cycle pp. 60-67 Sections 4.1-4.3.
Lesson 9: Chapter 4 Managing the Guest Experience Cycle pp. 68-73 Sections 4.4-4.6.
Lesson 10: Chapter 3 test and Chapter 4 test.
Lesson 11: Chapter 5 Leadership, Employees, and Communication pp. 76-85 Sections 5.1-5.4.
Lesson 12: Chapter 5 Leadership, Employees, and Communication pp. 86-97 Sections 5.5-5.8.
Lesson 13: Chapter 6 Front Office Leadership pp. 100-110 Sections 6.1-6.3.
Lesson 14: Chapter 6 Front Office Leadership pp. 111-119 Sections 6.4-6.7.
Lesson 15: Chapter 5 test and Chapter 6 test.
Lesson 16: Chapter 7 Managing Housekeeping Operations pp. 122-130 Sections 7.1-7.3.
Lesson 17: Chapter 7 Managing Housekeeping Operations pp. 131-139 Sections 7.4-7.7.
Lesson 18: Chapter 8 Leadership and Facilities Management pp. 142-150 Sections 8.1-8.3.
Lesson 19: Chapter 8 Leadership and Facilities Management pp. 151-157 Sections 8.4-8.6.
Lesson 20: Chapter 7 test and Chapter 8 test.

Hospitality, Tourism and Recreation 4 Course Outline:
Lesson 1: Chapter 9 Food and Beverage Service Leadership pp. 160-174 Sections 9.1-9.4
Lesson 2: Chapter 9 Food and Beverage Service Leadership pp. 175-185 Sections 9.5-9.8
Lesson 3: Chapter 10 Managing Banquets and Catered Events pp. 188-199 Sections 10.1-10.3
Lesson 4: Chapter 10 Managing Banquets and Catered Events pp. 200-205 Sections 10.4-10.5
Lesson 5: Chapter 9 test and Chapter 10 test
Lesson 6: Chapter 11 Human Resources pp. 210-217 Sections 11.1-11.3
Lesson 7: Chapter 11 Human Resources pp. 218-223 Sections 11.4-11.5
Lesson 8: Chapter 12 Managing Operational Finance pp. 226-235 Sections 12.1-12.3
Lesson 9: Chapter 12 Managing Operational Finance pp. 236-243 Sections 12.4-12.6
Lesson 10: Chapter 11 test and Chapter 12 test
Lesson 11: Chapter 13 Marketing pp. 248-257 Sections 13.1-13.3
Lesson 12: Chapter 13 Marketing pp. 258-261 Sections 13.4-13.6
Lesson 13: Chapter 14 Sales pp. 264-271 Sections 14.1-14.3
Lesson 14: Chapter 14 Sales pp. 272-279 Sections 14.4-14.6
Lesson 15: Chapter 13 test and Chapter 14 test
Lesson 16: Chapter 15 Safety pp. 282-289 Sections 15.1-15.2
Lesson 17: Chapter 15 Safety pp. 290-293 Sections 15.3-15.4
Lesson 18: Chapter 16 Security pp. 296-301 Sections 16.1-16.2
Lesson 19: Chapter 16 Security pp. 302-305 Sections 16.3-16.4

Lesson 20: Chapter 15 test and Chapter 16 test
Lesson 21: End of course exam.

High School Comptencies:

Hospitality Management 1

Module 1:

1. List the advantages and disadvantages of a career in hospitality and tourism, and list the benefits of choosing a career in this industry.
2. Describe segments of the hospitality and tourism industry, and explain the process for selecting an industry segment in which to work.
3. Identify the types of leadership positions available in the hospitality and tourism industry.
4. Identifying 21st century leadership styles.
5. Identify why leaders must create leadership development goals and a path for meeting those goals.
6. Define power and empowerment, and describe how these concepts tend to play out in centralized and decentralized organizations.

Module 2:

1. Identify the leadership skills and processes that lead to a seamless guest cycle.
2. Describe how employee empowerment contributes to effective guest recovery.
3. Explain how problem solving contributes to leader process in hospitality and tourism.
4. Describe why modeling inclusive behavior is an important skill for hospitality and tourism managers.
5. Identify how managers should apply property standards to the guest experience.
6. Identify the role of the guest service measurement (GMS) in managing the guest experience.

Module 3:

1. Describe the purpose of a mission statement.
2. Explain the importance of communicating the purpose and role of their job positions to employees.
3. Identify the steps involved in setting performance goals and ensuring that employee performance meets property standards.
4. Identify the key duties and responsibilities of the front office manager.
5. Identify the reports attached to the night audit process.
6. Describe how labor costs are managed by the front office.

Module 4:

1. Identify which positions report to the executive housekeeper.
2. Identify the duties and responsibilities of the executive housekeeper.
3. Explain how the housekeeping department manages the budget process.
4. Summarize the duties and responsibilities of the chief engineer.
5. Analyze how ADA improvements affect the budgetary process.
6. Identify various measures facilities managers can take to manage and conserve energy.

Hospitality Management 2

Module 1:

1. Identify the organizational structures of various food and beverage operations, and describe how restaurants attract and retain staff.
2. Explain the steps involved in menu planning and menu design, and explain the value of periodic menu evaluation.
3. Describe procedures and issues involved with purchasing, receiving, storing, issuing, and controlling food and beverage operation supplies and equipment.
4. Outline the types of positions available to event planners, and describe the benefits of banquets and catered events for food and beverage operations.

5. Explain how banquets and catered events are booked and planned, and describe function books, contracts or letters of agreement, and function sheets.
6. Summarize how banquet and catering operations prepare to provide service to clients during an event, from setting up function rooms to scheduling staff members, and preparing, plating, and storing food.

Module 2:

1. Identify the four basic rules in preparing for interviews, assess the strengths and weaknesses of different types of interview approaches, and differentiate between closed ended and open ended questions.
2. Identify the employment laws that impact the hospitality and tourism industry and the role of human resources managers in applying these laws.
3. Discuss how revenue centers and cost centers are managed to ensure a property's profitability.
4. Identify the components of income statements and balance sheets.
5. Distinguish between operations and capital budgets and explain how to use each appropriately.
6. Explain the purpose of revenue management in the hospitality and tourism industry.

Module 3:

1. Describe the organization of marketing departments, and explain management's role in marketing.
2. Summarize the marketing mix: the four Ps and the four Cs.
3. Identify the steps of a marketing plan.
4. Describe training techniques managers can use to build an effective sales team.
5. Identify the methods used to manage an effective sales team.
6. List the tools and processes used to sell to global audiences.

Module 4:

1. Describe why workplace safety is a significant responsibility of the hospitality and tourism manager.
2. Explain the benefits of a workplace safety committee, its goals, and its communication processes.
3. Define risk management, and identify the steps of the risk management process.
4. Describe how security should be used as a management tool.
5. Explain how surveillance, safe deposit boxes, and access control measures are used to protect guests and assets.
6. Summarize the nature of employee security issues, and identify the role of human resources in dealing with them.

Textbooks or Other Support Materials: Hospitality and Tourism Management Program Year 2 (2016/The American Hotel & Lodging Educational Institute)

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Upon the expiration of the term of this agreement, it is eligible for renewal pending (1) review of updated curriculum by both parties and (2) an agreement by all parties to extend the life of the agreement for another two-year term.

ALTUS SCHOOLS

05/01/2026	Date
Allison Fleck Administrator of Instructional Services	

Cathryn Rambo 05/01/2026	Date
Cathryn Rambo Dean of Academic Affairs and Altus Schools	

MIRACOSTA COMMUNITY COLLEGE

Nate Scharff 05/05/2026	Date
Nate Scharff Faculty & Department Chair	

Annie Ngo (May 5, 2026 12:39:33 PDT) 05/05/2026	Date
Dr. Annie Ngo Dean of Business & Technology	

Atlus_HOSP100_CBE Agreement_26-28

Final Audit Report 2026-05-05

Created:	2026-04-24
By:	Amy Pimentel (apimentel@miracosta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAA7WbpA76tU56lqz9Od6jgl2Phpe5bsf9V

"Atlus_HOSP100_CBE Agreement_26-28" History

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2026-04-24 - 8:35:12 PM GMT

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2026-05-05 - 6:33:14 PM GMT

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2026-05-05 - 7:19:45 PM GMT- IP address: 209.129.33.10

Document e-signed by Annie Ngo (ango@miracosta.edu)
Signature Date: 2026-05-05 - 7:39:33 PM GMT - Time Source: server- IP address: 209.129.33.10

Agreement completed.
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Early College Credit Credit By Exam Articulation Agreement

Effective date: Fall 2026 **Expiration date:** Fall 2028

Articulation Agreement Term: This agreement is valid for two years from the effective date and will be reviewed on an annual basis. Either party may terminate this agreement by giving 30 days written notice to participating districts.

School District: Altus Schools	Southwestern Community College District
School Name(s): Altus Schools **[x] High School** **[ ] Adult School** **Course Title:** **CTE Digital Photography 1** **CTE Digital Photography 2** **Credits:** N/A Classroom Instruction: 180 Total Student Contact Hours*: 180 (2 Semesters) *Total Student Contact Hours is the total number of hours of seat time for the equivalent high school course.	**Course Title:** Beginning Digital Photography **Course Number: ART 205** **College Units:** 3 **[x] CSU Transferable** **[x] UC Transferable** C-ID Descriptor (if applicable): N/A Associate Degree for Transfer (if applicable):* N/A Lecture hours: 36 Lab hours: 72 Total Student Contact Hours: 108 Faculty Name: John Pickelle, Micajah Truitt, and Lamia Khorshid Email: jpickelle@swccd.edu, mtruitt@swccd.edu, lkhorshid@swccd.edu * Provide the ADT name and major code if this course is a program requirement for an ADT (excludes GE course or a recommended elective): ** "Total Student Contact Hours" is the total time per term that a student is under the direct supervision of an instructor or other qualified employee as defined in CCCR Title 5, §§ 58050, 58051 and 58161. (Ref. PCAH, 8 ed. P. 57)
Course Outlines	
Altus Photography Course Syllabus/Outline for Fall and Spring **Prerequisite(s):** **Textbook(s) & ISBN#:** Open Educational Resources (Lesson Guide, Online videos and articles, etc.)	**[x] Course outline attached** ART 205 **Prerequisite(s):** **Textbook(s) & ISBN#:** London, Barbara and Jim Stone. Photography. 12th ed. New Jersey: Pearson Education, 2016.ISBN: 978-0134482026

Other Support Materials (including Software):	Warner Marien, Mary. Photography: A Cultural History. 4th ed. Laurence King Publishing, 2020.ISBN: 978-1780673325 **Other Support Materials (including Software):** Adobe Suite, Inkjet Printers, DSLRS or Mirrorless Cameras

Agreed-Upon Evaluation Method for Credit by Examination: Portfolio

Narrative:

Altus Photography 1 Course Exam

Altus Photography 2 Course Exam

Altus Photography Course Portfolio Project

School District

[X] Portfolio/Performance Exam and Rubric attached

College Faculty: ***SWC Faculty, Please mark with an X below:***

[x] reviewed and approved the high school course's final exam and rubrics.

Successful completion of the final exam/portfolio of this course with a grade of B (80%) or higher.

Additional Articulation Requirements (such as sharing exam, proctoring details, rubric):

Narrative:

The instructor teaching the course will complete the grading.

Grading Basis

Students must complete Southwestern College's application, submit the signed parent approval form (if applicable), and obtain a Southwestern College student ID number. College credit will be granted ONLY if the student completes all coursework and successfully completes the identified method for credit with a grade of "A" or "B" or receives 80% or higher.

[ ] Both parties agree that by completing the above requirements, the students will only have the opportunity to earn a **Pass/No Pass grade** for the above listed course(s).

[x] Both parties agree that by completing the above requirements, the student will have the opportunity to earn a **letter grade** upon the successful completion of the above listed course(s).

*The type of credit available must be consistent with the currently approved grading basis on the official course outline of record approved by the SWC Curriculum Committee.

Terms of the Agreement

The terms of this agreement are as follows:

High School or Adult School instructor will:

1. Create your account in the SWC student enrollment system if you don't already have one. Your account and/or class will need system administrator approval.
2. Guide your students through the Southwestern College enrollment process in CCCApply, obtain a student ID and ensure the SWC ID is entered into the SWC student enrollment system.
3. As needed, gain parent signatures via the parent approval form for any student who is 18 years of age or younger when the articulated course begins.
4. Ensure your students are aware of the Credit by Exam process.
5. Login to the SWC student enrollment system and approve students requesting enrollment in your class.
6. Enter agreed upon assessment data/grade in the SWC student enrollment system.
7. Inform students/parents that universities have the discretion to accept or deny any Early College Credit Articulation for a major course.

High School or Adult School district staff will:

1. Update SWC when new instructors have been hired or changes to curriculum have been implemented.
2. Provide support for instructors throughout the articulation process

Southwestern College administration and staff will:

1. Award the agreed upon number of academic and/or technical credits for a period of up to three (3) years following articulated course completion.
2. Support high school/adult school instructors and staff with CCC Apply and SWC application processes.
3. Ensure credits are recorded on the student transcript.
4. Coordinate articulation meetings for annual review.
5. Inform students that universities have the discretion to accept or deny any Early College Credit Articulation for a major course.

By signing this agreement, you agree that the courses listed within this agreement align and that articulated credit will be awarded per the Southwestern College BP/AP 4050 and BP/AP 4235. This articulation will be reviewed on an annual basis and renewed every two (2) years.

Participating Institutions Signatures	
School District: Altus Schools	**Southwestern College District**
Allison Fleck District Approval (Print name) District Approval (Signature) Date 01/13/2026	Lamia Khorshid Discipline Faculty (Print name) Lamia Khorshid (Jan 16, 2026 10:41:15 PST) 01/16/2026 Discipline Faculty (Signature) Date Donald Gould School/Center Department Chair (Print name) Donald Gould (Jan 15, 2026 09:44:18 PST) 01/15/2026 School/Center Department Chair (Signature) Date Diana Arredondo School/Center Dean (Print name) 01/15/2026 School/Center Dean (Signature) Date Mink Stavenga Dean, School of Business (Print name) 01/13/2026 Dean, School of Business (Signature) Date Randy Beach Faculty Curriculum Chair (Print name) Randy Beach (Feb 10, 2026 18:31:50 PST) 02/10/20 Faculty Curriculum Chair (Signature) Date Silvia Cornejo Vice President for Academic Affairs (Print name) 01/13/2026 Vice President for Academic Affairs (Signature) Date

CREDIT BY EXAM/ARTICULATION AGREEMENT

MiraCosta College, in cooperation with Altus Charter School locations in San Diego and San Bernadino Counties, has agreed to grant Credit for Prior Learning: Credit by Exam to students meeting the grade requirements and completing the registration process for the following specific articulated course:

Altus Charter Schools'
Retail, Sales & Marketing 1 and 2
10 HS Credits – 180 Hours

with

MiraCosta College's
BUS 132: Marketing
3 units

This articulation agreement applies to the following academic years:

Year 1: 2025-2026
Year 2: 2026-2027

I. COLLEGE COURSE INFORMATION

College Course Description: This course introduces students to the principles of marketing. Topics include segmenting, targeting, market research, buyer behavior, distribution, retailing, promotional mix elements, and digital media issues. Students gain an understanding of the marketing mix (product, distribution, promotion, and price) for a defined target market.

Outline of College Course Content:
I. World of marketing
A. Overview of marketing
B. Strategic planning
C. Ethics and social responsibility
D. Marketing environment
E. Global vision.

II. Analyzing market opportunities
A. Consumer decision-making
B. Business marketing
C. Segmenting and targeting markets
D. Marketing research.

III. Product decisions
A. Product concepts
B. Developing and managing products
C. Service and non-profit marketing.

IV. Distribution decisions
A. Marketing channels
B. Causes of channel conflict
C. Retailing

D. Supply chain management.

V. Promotion decisions
A. Integrated marketing communications
B. Advertising and public relations
C. Sales promotion and personal selling.

VI. Pricing decisions
A. Pricing concepts
B. Setting the right price
C. Customer relationship management.

College Student Learning Outcomes:

1. Apply contemporary marketing principles to create a marketing plan for a new product or service idea.

College Performance Objectives:

1). Relate fundamental marketing terms, concepts, and principles to their real-world applications.
2). Explain how the marketing function fits within an organization; evaluate ethical issues and corporate social responsibility initiatives within organizations.
3). Research and apply market segmentation techniques to define and quantify a target market.
4). Identify and apply market research techniques to make informed marketing decisions.
5). Examine the product life cycle, innovation, and steps in the product development process.
6). Discuss principles of marketing distribution and causes of channel conflict; evaluate potential distribution channels for a specific good or service.
7). Analyze effective communication strategies for developing a promotional mix.
8). Distinguish among pricing strategies and evaluate the factors for setting price.
9). Examine how the customer journey/customer experience (CX) process and consumer behavior principles influence product and service offerings and promotional messages.

II. HIGH SCHOOL COURSE INFORMATION

High School Course Description:

Retail, Sales and Marketing is a year-long course in which students will study marketing fundamentals and principles, including marketing research, business basics, buyer behavior, distribution, global trade, retailing, advertising, selling, and global issues regarding business and the marketplace. Additionally, students will come to understand the marketing mix for a specific target market. Activities are designed to develop marketing concepts, such as product promotion, distribution, price, advertising, branding and visual displays. Other topics include soft skills, job acquisition skills, basic economics, and human relations. Students will demonstrate their understanding of the marketing mix through a variety of projects, speeches and a portfolio. Students will research employers and industries, gain experience with public speaking, become familiar with real- world retail, sales and marketing scenarios and strengthen reading, writing and speaking skills.

Outline of High School Course Content:

Module 1: Marketing Dynamics

- Overview of Marketing: Marketing Defined and Marketing Basics
- Marketing Plan: Researching and Developing a Marketing Plan
- Identifying the Market
- Analyzing Market Opportunities and Evaluating the Competition
- Real-World Connections and Critical Thinking Questions
- College and Career Connection: Deca Emerging Leaders

❖ **Project:** "Hitting the Target"- Marketing Environment: Segmenting and Targeting a Market
1-1 Conduct a SWOT Analysis

1-2 Develop a new, innovative product that meets the needs/wants of a selected target market
1-3 Develop the product, price, place and promotion strategies for your new product that will appeal to a selected target market *(utilize the four Ps of the Marketing Mix)*

- ➢ **Building Your Marketing Plan:** Select and research a company for which, as a marketing manager, you will write a marketing plan.

Module 2: Business and Our Society

- Business Basics: Business Marketing
- Laws, Regulations, and Ethics
- Social Responsibility
- Real-World Connections and Critical Thinking Questions
- Apply Your Knowledge Prompts

- ❖ **Project** - Conduct research about a historical case related to unethical business practices.
  - Record your findings/opinions, and outline recommended action plan
- ❖ **Presentation** - Business Action Plan: Solutions to Solve an Unethical Dilemma
- ➢ **Building Your Marketing Plan:** Conduct a Competitive Analysis (using a competitive analysis matrix) and Determine the Product Positioning Strategy

Module 3: Economics

- Economic Principles
- Global Trade and Global Vision
- Real-World Connection and Critical Thinking Questions
- Global Business Environment and Global Marketplace
- Global Environmental Scan and Global Marketing Strategies

- ➢ **Building Your Marketing Plan:** Business Environment Assessment, Conduct a SWOT Analysis, and Conduct a PESTLE Analysis

Module 4: Marketing- Information Management

- Marketing Research Process and Data
- Conducting Marketing Research
- Real-World Connections- Apply Your Math Skills and Critical Thinking Questions
- Understanding the Customer: Consumer Behavior and Consumer Decision-Making Process
- Buying Motives and Buying Decisions: Factors that Influence buying
- Business-to-Consumer and Business-to-Business

- ➢ **Building Your Marketing Plan**: Marketing Goals and Identify the Target Market for your Product
  - Determine market segmentation information for your typical target market customer.

Module 5: Marketing Mix (*the Four Ps*): Product

- Product Decisions and Product Concepts
- New Product Development Process: Using Prototype for Feedback on Customer Experience
- Product Branding
- Real-World Connection and Critical Thinking Questions
- Research Activity: History of Labeling, Branding Strategies and Rebranding

- ❖ **Final Project (Semester 1):** "Developing the Product" – Project and Presentation
  1. Perform the steps of the new product development process
  2. Design branding elements and strategies for a new product
  3. Evaluate and test the feasibility of a new product
  4. Plan and present a new product proposal
- ➢ **Building Your Marketing Plan:** Product Descriptions and Branding
  - Describe your company's product mix. Propose modifications to your product to meet the newly developed sales and marketing goals. Analyze the company's branding strategies and make recommendations to improve brand identity.

Retail, Sales and Marketing 2 Course Outline:

Module 1: Marketing Mix (*the Four Ps*): Price

- Price and Pricing Product
- Importance of Price
- Price Influencers: Factors for Setting Price
- Price Influencers: How Customer Perception and the Product Life Cycle Influence Price
- Pricing Strategies
- Real-World Connection and critical Thinking Questions

❖ **Project & Presentation:** "Pricing the Product"- Price new product appropriately and strategically
  - Prepare a professional business report outlining the suggested price mix strategy for the new product to acquire company approval

➢ **Building Your Marketing Plan:** Price Influencers and Pricing Strategies
  - Determine the base price of the new product proposed in the marketing plan. Use pricing strategies to determine the new product's selling price.

Module 2: Marketing Mix (*the Four Ps*): Place

- Purchasing Process and Types of Organization Buyers
- Inventory: Inventory Management and Techniques, and Inventory-Control Systems
- Real-World Connection and Critical Thinking Questions

❖ **Project:** "Distributing the Product" - Determine new product's supply chain and inventory management
  - Construct a flowchart of the product's channel of distribution and marketing channels

❖ Presentation: Proposal on Supply Chain and Inventory Management

➢ **Building Your Marketing Plan:** Select Location and Supply Chain

Module 3: Marketing Mix (*the Four Ps*): Promotion

- Promotion Basics: Goals, Strategies, Promotional Messages, and Marketing Strategies
- Developing a Promotional Plan
- Elements of the Promotional Mix
- Advertising and Public Relations
- Creating an Advertising Campaign

❖ **Marketing Management Performance Task:** Based on customer target, develop a sales and marketing strategy with a clear promotional message (*presentation)

- Social Media Marketing Fundamentals and Planning
- Real-World Connections: Critical Thinking Questions and Apply Your Math Skills

❖ **Project:** "Promoting the Product" - Develop a Campaign for a Marketing Plan using effective Promotional Messages to Increase Customer Engagement

❖ **Presentation:** Marketing Plan Proposal

➢ **Building Your Marketing Plan:** Promotional Plan, Promotional Mix, Budget, Timeline and Metrics
  - Write a promotional plan, create the budget, create a timeline for the promotional activities to be conducted by your marketing team, and determine the metrics that will be used to evaluate the success of your promotional plan.

Module 4: Essential Marketing Skills

- Customer Experience: Customer Relationship, Customer Service & Support, Customer Data
- Integrated Marketing Communication: Types, Effective Communication, Barriers, Ethics
- Persuading an Audience
- Read the Real-World Connection and Critical Thinking Questions
- Delivering a Marketing Pitch and Target Audience

❖ **Project:** "Mastering the Pitch"- Based on consumer behavior and customer experience feedback, develop a new product design; promote through effective communication

- ❖ **Presentation:** Product Presentation and Persuasive Marketing Pitch
- ➢ **Final Portfolio Project and Presentation: The Marketing Plan**- Write your marketing pitch and present your marketing plan in a visually appealing and engaging digital slideshow.
  - Utilize research conducted in your *Building a Marketing Plan* activities throughout Retail Sales and Marketing 1 and 2 to compile your complete and final Marketing Plan.
  - Present your final marketing plan to your teacher for completion of the course.

High School Course Objectives:

1. Understand marketing terms, principles, and concepts as related to real-world application
2. Evaluate ethical marketing practices and corporate social responsibility
3. Apply market segmentation to real-world scenarios that meet the needs/wants of target markets
4. Discuss principles of marketing distribution and evaluate potential distribution channels for specific products and services
5. Perform steps for the new product development process such as branding strategies, tests for feasibility and successful presentation of a new product
6. Explore and discuss examples of promotional strategies and effective communication for promotion
7. Determine the appropriate price for a product by evaluating all factors that influence price
8. Apply marketing research techniques to make informed decisions
9. Based on customer target, develop a sales and marketing strategy with promotional messages
10. Examine how customer experience and consumer behavior influences a marketing approach
11. Apply marketing principles to create a marketing plan for a new product or service

High School Student Learning Outcomes:

Student Learning Outcomes: Retail, Sales, and Marketing 1

Module 1: Marketing Dynamics

1. Define marketing terms, principles, and concepts
2. Explore the opportunities within the Marketing Field
3. Explain the Marketing Mix and develop a Marketing Mix for a new product
4. Define *situation analysis* and identify its components
5. Explain a Target Market and a Competitive Analysis
6. Understand marketing strategy
7. Identify components of a Marketing Plan, including the opening section and analysis section
8. State the purpose and the action plan for a Marketing Plan

Module 2: Business and Our Society

1. Differentiate between Mass Marketing and Target Marketing
2. Define variables used for Market Segmentation
3. Identify types of competition and socially responsible marketing activities
4. Summarize the concept of business ethics
5. State examples of ethical marketing practices
6. Find solutions to unethical issues
7. Explain the importance of corporate social responsibility
8. Explain the importance of a Customer Profile and Product Positioning for a Marketing Plan
9. Identify steps taken to create a Competitive Analysis and a Sales Analysis for a Marketing Plan

Module 3: Economics

1. Understand the global marketplace and describe global marketing strategies
2. Discuss the importance of an environmental plan
3. Identify types of data gathered through marketing research
4. Summarize trend research
5. Identify market research techniques for informed marketing decisions
6. List the steps of a SWOT Analysis and a PESTLE Analysis for the Marketing Plan

Module 4: Marketing-Information Management

1. Understand the purpose of a marketing-information system
2. Identify steps in the marketing-research process
3. Describe common factors that influence consumer buying behavior
4. Define categories of consumer buying motives
5. Summarize steps and describe each level in the consumer decision-making process
6. Identify a target market and marketing goals for the Marketing Plan.

Module 5: Marketing Mix: Product

1. Define product as one primary P of the marketing mix
2. Understand the difference between products for the B2C and B2B markets
3. Describe Product Planning and New Product
4. Define the goal of product/service management
5. Identify the steps in new-product development process
6. Explain the stages of the product life cycle
7. Describe product mix and analyze branding strategies for a Marketing Plan

Student Learning Outcomes: Retail, Sales, and Marketing 2

Module 1: Marketing Mix: Price

1. Explain price as one of the four Ps of marketing
2. Identify categories of pricing objectives
3. Understand how the following factors influence price: 1. Demand/Competition, 2. Supply, 3. Product Life Cycle, and 4. Costs
4. Discuss how customer perception and consumer behavior principles influence price
5. List examples of product-mix pricing strategies
6. Identify examples of psychological pricing strategies and discount pricing
7. Cite examples of pricing practices regulated by the government
8. Understand how to price a new product for a Marketing Plan based on pricing strategies

Module 2: Marketing Mix: Place

1. Discuss types of organizational buyers
2. List steps of the purchasing process
3. Explain inventory management and inventory-control systems
4. Identify common inventory management techniques
5. Identify the role of sales forecasting and supply chain in inventory management
6. Discuss principles of marketing distribution
7. Evaluate potential distribution channels for a business' product in a Marketing Plan

Module 3: Marketing Mix: Promotion

1. Cite examples of promotional strategies and digital marketing strategies
2. Describe advertising, sales promotions and public relations (PR)
3. Describe each element of the promotional mix
4. Summarize how an advertising campaign is developed
5. Identify benefits and risks for businesses that use social media
6. Explain how effective promotional messages can increase customer engagement.
7. Identify how the customer base can influence promotional messages of a product or service
8. Explain the purpose and components of a Promotional Plan as part of a Marketing Plan

Module 4: Essential Marketing Skills

1. Examine the importance of customer relationships in marketing
2. Understand the factors that influence the customer experience
3. Analyze effective communication strategies and describe barriers to effective communication

4. Explain communication ethics
5. Explain how writing is used for marketing purposes
6. Describe types of electronic communications used in marketing
7. List key elements and structural components of a marketing pitch
8. Define target audience and techniques for persuading an audience to take action
9. Apply contemporary marketing principles to create a marketing plan for a new product or service idea (final project)

Textbooks, Software, and Equipment:
- Marketing Dynamics 5th Edition (Goodheart-Wilcox/2023-2024)
- Open Educational Resources (Lesson Guide, Online videos and articles, etc.)

III. CRITERIA FOR AWARD OF COLLEGE CREDIT

Credit for the articulated course listed above may be received if all of the following criteria are met:

1. The high school instructor will utilize MiraCosta faculty approved exams, projects, or portfolios to assess student learning outcomes.
2. This high school teacher, or school district designee, has provided course rosters to MiraCosta.
3. The student has completed an Application for Admission to MiraCosta College, has obtained a college SURF ID number, and has submitted a petition for credit via the process administered by the college to manage students applying for credit by exam (CBE) via high school articulation agreement(s).
4. The student has completed the articulated high school course(s) listed in this agreement with a credit-by-exam and course grade of "B" or better. NOTE: Credit-by-exam does not necessarily involve only a written exam. It is a demonstration of proficiency. A portfolio, an oral interview, a demonstration project, a modified final examination, etc. may also be acceptable as determined by the lead college faculty and/or college department chair.
5. The final exam/assessment grade is transcripted and noted as CREDIT BY EXAM on the MiraCosta College transcript.
6. The high school teacher, or school district designee, shall submit all grades and credit recommendations by the college deadline to ensure that credit is transcripted in a timely manner.
7. MiraCosta College and the high school/high school district agree to share student data that includes personal identification information, as necessary to validate college enrollment, credit eligibility, and credit awarded. Information will only be shared with designated high school and college personnel.

Family Educational Rights and Privacy Act (FERPA)
Due to FERPA laws, MiraCosta College staff are prohibited from sharing information regarding a student's record with anyone besides the student and designated K12 educators and staff. This includes, but is not limited to, parents and guardians.

Instructor/Curriculum Changes: If there is a change in high school instructor during the term of this articulation, the agreement remains in effect if none of the course content, including final exam, project, or presentation, changes. High school administration is responsible for ensuring that the new instructor is aware of the articulation agreement and follows all procedures and criteria explained in this agreement.

When there are changes to High School courses during the two-year articulation window, the high school liaison shall immediately contact the Career Education Pathways coordinator, who shall inform the MiraCosta College discipline faculty and articulation officer of changes and/or additions to high

school articulated courses that may impact university articulations, ADTs, and/or common numbered courses. Discipline faculty may rescind the articulation agreement if there are changes that move the High School course out of alignment.
Upon the expiration of the term of this agreement, this articulation is eligible for renewal pending (1) review of updated curriculum by both parties and (2) an agreement by all parties to extend the life of the articulation for another two-year term.

ALTUS CHARTER SCHOOLS

05/26/2025

Allison Fleck — Date
School Coordinator

Cathryn Rambo 05/29/2025

Cathryn Rambo — Date
Dean of Academic Affairs and
Altus Schools

MIRACOSTA COLLEGE

Nate Scharff 05/26/2025

Nate Scharff — Date
MiraCosta College Faculty &
Department Chair

Al Taccone (May 27, 2025 05:59 PDT) 05/27/2025

Al Taccone — Date
Dean, School of Career Education

Altus Bus 132 ArticulationAgreement 25-27

Final Audit Report 2025-05-29

Created:	2025-05-23
By:	Amy Pimentel (apimentel@miracosta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAA4KkFC4ySs8YPIA62MVxRFQQS8r_Oy1Vv

"Altus Bus 132 ArticulationAgreement 25-27" History

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Teacher Education 1 & 2
10 HS Credits

with

MiraCosta College's
*EDUC 115: Foundations of Teaching as a Profession
3 units

This articulation agreement applies to the following academic years:

Year1: 2025-2026
Year 2: 2026-2027

I. COLLEGE COURSE INFORMATION

College Course Description: This course introduces teaching careers in primary and secondary education and involves 15 hours of supervised fieldwork in community K-12 settings. Topics include the historical, sociological, and philosophical foundations of education; contemporary issues in public education; teaching pedagogy, curriculum, and instruction; teacher and student roles in the teaching/learning process; teacher qualifications and dispositions, California schools, and the credentialing system; and the contributions of culture, ethnicity, race, language, age, gender, sexual orientation, motivation, and learning styles.

Outline of College Course Content:
I. The institutional role of education
A. The evolution of education, current research, and education systems
B. Historical, sociological, and philosophical foundations of education
C. Contemporary issues in education.

II. The teaching profession
A. The art and science of teaching
B. Teacher dispositions and competencies
C. Professional development.

III. Teaching pedagogy
A. Facilitating learning
B. Instructional techniques
C. Classroom management
D. Grading and assessment
E. Noninstructional tasks and responsibilities.

IV. Student and family diversity
A. Culture, ethnicity, and race

B. Language and reading ability
C. Gender and sexual orientation
D. Learning, sensory, and physical diversity
E. Self-concept, motivation, and learning styles.

V. Curriculum content and standards
A. Influences on the curriculum
B. State and national standards
C. Issues in curriculum.

VI. Educational organization and structure
A. Federal, state, and local roles
B. School governance
C. Funding sources.

VII. Teaching as a profession
A. Licensing and credentialing
B. Teaching in public, private, and charter schools
C. Teaching positions and job searches
D. Performance appraisals.

College Student Learning Outcomes:

1. Examine historical and contemporary influences in public education.
2. Appraise theoretical models, curriculum methods and the role of the teacher.
3. Describe the contributions of culture, race and class within the education system.

College Performance Objectives:

1). Analyze the roles of schools in society.
2). Examine the historical, sociological, and philosophical foundations of education.
3). Explore contemporary influences in primary and secondary education.
4). Appraise critical issues in teaching pedagogy, curriculum, and instruction.
5). Evaluate the contributions of culture, ethnicity, race, language, class, gender, sexual orientation, age, and ability in schools.
6). Assess the personal qualities and professional competencies needed by successful teachers.
7). Examine educational organization, structure, and governance models.
8). Compare and contrast the teaching profession in public, private, and charter schools.

II. HIGH SCHOOL COURSE INFORMATION

High School Course Description: This two-part course provides an in-depth introduction to the field of education, equipping students with the foundational knowledge, skills, and professional dispositions essential to becoming effective educators. Emphasizing diversity, equity, and inclusion, the course explores how the intersections of culture, ethnicity, race, language, gender, sexual orientation, and ability influence teaching and learning. Students examine historical, philosophical, and sociological foundations of American education and analyze how contemporary issues shape today's schools. Through observations, projects, and interactive assignments, students will explore human development, learning theories, instructional strategies, assessment, classroom management, and educational policy. The course includes professional development and the creation of a teaching philosophy to support college and career readiness in education.

Outline of High School Course Content:
Teacher Education 1 Course Outline

Unit 1: You – The Teacher of Tomorrow
Lesson 1: Textbook sections "Personal Qualities of Effective Teachers," "A Teacher's Typical Day," "The Teacher's Workplace," and "Other opportunities in Education"
Lesson 2: Textbook sections "Employment Needs and Trends" and "Teacher Salaries and Benefits"
Lesson 3: Textbook sections "Teaching Roles," "Developing Professional Qualities," "Working Effectively Within a School," and "Subject Knowledge and Teaching Skills"
Lesson 4: Textbook sections "Communicating Effectively" and "Resolving Conflicts"
Lesson 5: Textbook sections "The Process for Becoming a Teacher," "College Preparation and Teacher Training," "Getting Started" and "Analyzing a Philosophy of Teaching"
Lesson 6: Textbook sections "Preparing for College Success," "Choosing a College or University," "Keeping Your Life in Balance," "Creating your Portfolio," "Succeeding as a Professional Educator" and "Ongoing Professional Development"

Unit 2: The School
Lesson 7: Textbook sections "The American Colonial Period (1600-1776)," "The American Early National Period (1776-1840)," and "The American Common School Period (1840-1880)," "The American Progressive Period (1880-1921)," and "The 1920s and the Great Depression Era (1921-1940)"
Lesson 8: Influential Person in Education Multimedia Project
Lesson 9: Textbook sections "American Education During the 1940s and 1950s," "American Education During the 1960s," "American Education During the 1970s," "American Education During the 1980s," "American Education During the 1990s," "American Education During the 2000s," "American Education During the 2010s,' and "American Education During the 2020s"
Lesson 10: American Education Through the 1940s to Present Day Timeline
Lesson 11: Textbook sections "Who is Responsible for Schools?" "Funding for Education," and "Communities and Schools"
Lesson 12: Textbook section "Social Problems Affect Schools" and "Bostock v Clayton County, Georgia"

Unit 3: The Learner
Lesson 13: Textbook sections "Areas of Development," "Principles of Human Development," "Theories of Development" and "Behaviorist Theories." Developmental Theory Multimedia Presentation
Lesson 14: Textbook sections "Physical Characteristics and Growth," "Cognitive Characteristics and Growth" and "Socio-Emotional Characteristics and Growth." Observation: Ages 3-5
Lesson 15: Textbook sections "Using Developmentally Appropriate Guidance," "Special Needs" and "School Readiness Skills." Preschool book evaluation flip grid.
Lesson 16: Textbook sections "Beginning School" and "Children Ages Five to Seven." Observation: Ages 5-7.
Lesson 17: Textbook sections "Children Ages Eight and Nine" and "Children Ages 10 to 12." Observation: Ages 8-9 or 10-12.
Lesson 18: Textbook sections "Physical Growth and Development" and "Cognitive Development"
Lesson 19: Textbook sections "Socio-Emotional Development" and "Moral Development"
Lesson 20: End of Course Exam: Growth and Development Multimedia Project

Teacher Education 2 Course Outline
Unit 4: The Teacher: Planning for Instruction
Lesson 1: Textbook sections "Learning Styles and Multiple Intelligences" and "Tapping Individual Learning Strengths"
Lesson 2: Textbook sections "Exceptional Learners," "Cultural Diversity," "Language Diversity" and "The Challenge of Teaching Diverse Learners"
Lesson 3: Textbook sections "Standards: What Should Students Know?" and "Curriculum: What Will Be Taught?

Lesson 4: Textbook sections: “Course Planning: How Will Learning Be Organized?” “Lesson Plans: How Will Learning Take Place?” “Elements of a Lesson Plan,” Instructional Objectives,” “Finding Ideas and Inspiration,” “Making Lesson Plans Come Alive” and “Evaluating the Lesson”

Unit 5: The Teacher: Instructional Materials
Lesson 5: Textbook sections “Engaging Learners in Critical Thinking,” “Key Instructional Skills,” “Basic Instructional Methods” and “Choosing Appropriate Teaching Strategies”
Lesson 6: Teaching Strategies Project
Lesson 7: Textbook sections “Teaching and Learning in the Digital Age,” “Technology: Making Learning More Accessible” and “Technology: Providing Tools for Teachers”
Lesson 8: Textbook Sections “Technology: Enhancing Learning Opportunities” and “Research Activities” Virtual Field Trip or Simulated Experience Plan.

Unit 6: The Teacher: The Role of Assessment
Lesson 9: Textbook sections “The Purpose of Assessment,” “What Can Be Measured?” and “Using Tests to Assess Learning”
Lesson 10: Textbook sections “Using Alternative Assessment Strategies,” “Choose Assessment Strategies,” “Determining Grades and Providing Feedback” and “Course Evaluation”

Unit 7: The Teacher: Classroom Management
Lesson 11: Textbook sections “Creating the Classroom Environment” and “Keeping Students Involved in Learning”
Lesson 12: Textbook sections “Managing Behavior” and “Handling Problem Behavior” Classroom Rules Project.

Unit 8: The Challenges of Teaching
Lesson 13: Textbook sections “Maintaining Teacher Health and Wellness” and “Work Life Balance for Teacher Health and Wellness”
Lesson 14: “Creating a Healthy Environment” and “The Classroom Impact of Low Socioeconomic Status (SES)”
Lesson 15: Textbook sections “The Impact of Child Abuse and Neglect” and “When You Suspect Child Abuse or Neglect”
Lesson 16: General Child Abuse Training
Lesson 17: School Personnel Mandated Reporter Training
Lesson 18: Textbook section “18.7 Creating an Inclusive Classroom: Equity and Empathy” and listen to UnErasing LBGTQ History and Identities: A Podcast for Teachers”

Unit 9: You – The Teacher of Tomorrow
Lesson 19: Philosophy of Teaching Rough Draft
Lesson 20: Philosophy of Teaching Final Draft

Key Assignments: Teacher Education 1 and 2

Current Research: While the course is rich in research-based content, several standout lessons focus on analyzing current trends such as DEI initiatives, teacher retention, and post-pandemic recovery (2020–2025). Students also explore digital equity gaps that emerged following COVID-19 and examine case studies from the Collaborative for Academic, Social, and Emotional Learning (CASEL) to deepen their understanding of social-emotional learning in modern education.

Philosophical Foundations in Education: The course weaves in philosophical foundations including essentialism, progressivism, constructivism, social reconstructionism, and humanism, although they are not always labeled formally. These philosophies show up naturally through lessons on instructional methods, curriculum reform, student diversity, and educational technology.

Contemporary Issues Examples:

- Diversity, Equity, and Inclusion (DEI): Students learn about diversity in educational settings, cultural competence, and inclusive practices. They also reflect on how to create inclusive classrooms.
- Special Education and Differentiated Instruction: Students study IEPs, 504 plans, accommodations, and strategies for supporting exceptional learners and English Language Learners (ELLs).
- Impact of Tecnology in Education: Students analyze online learning models, hybrid classrooms, learning management systems (LMS), and accessibility tools.
- Digital Equity and Access: Students reflect on how technology affects different student populations, especially post-pandemic, and discuss solutions to close digital divides.
- Social-Emotional Learning (SEL): Students study CASEL-based case studies and recognize the importance of addressing students' emotional needs alongside academics.
- Teacher Retention and Shortages: Students explore employment trends, salary challenges, and factors impacting teacher recruitment and retention today.
- Post-Pandemic Recovery: Students examine how education is adapting to learning loss, trauma, and remote learning challenges resulting from COVID-19.
- Curriculum Reform and Standards Movements: Students research Common Core, STEM/STEAM, and Next Generation Science Standards (NGSS), discussing modern curriculum changes and controversies.
- Restorative Practices and Trauma-Informed Instruction: Students research conflict resolution, communication, and restorative justice in schools.

Professional Development: Professional development is an intentional and recurring theme across both Teacher Education 1 and Teacher Education 2. In Teacher Education 1, professional development is introduced through career exploration activities, where students research teacher credentialing pathways, continuing education requirements, and the importance of certifications such as CPR, First Aid, and coursework. In Teacher Education 2, the focus on professional development deepens significantly. Students attend or research professional development opportunities such as workshops, webinars, or school-based trainings (this is often embedded in observation assignments). They reflect on best practices for different student populations, including strategies for differentiated instruction, supporting ELLs, and integrating technology. Throughout both courses, students are introduced to the idea that professional development is not a one-time event, but a career-long process linked to educational effectiveness, leadership, and advocacy for equity and innovation in schools.

Culture, Ethnicity, and Race: Throughout the two-part Teacher Education course, students critically examine how culture, ethnicity, and race shape student experiences, influence teacher-student relationships, and impact educational outcomes. They reflect on cross-cultural communication styles and explore strategies teachers can use to prevent cultural and ethnic misunderstandings in the classroom. A key focus is helping students distinguish between language acquisition needs and the broader needs tied to ethnic identity, an essential skill for creating truly inclusive and equitable learning environments. In Teacher Education 2, the Philosophy of Teaching assignment requires students to directly address these concepts by answering the reflection question: *"How will you support students from diverse ethnic and cultural backgrounds in your classroom?"* Through these experiences, students develop the foundational understanding necessary to teach in today's diverse and multicultural schools.

Sensory and Physical Diversity: Students develop a comprehensive understanding of how to support learners with diverse needs, including those with sensory impairments (such as visual and hearing disabilities) and physical disabilities. Teacher Education 2 provides direct instruction on types of disabilities, assistive technologies (such as screen readers, hearing aids, and adaptive seating), and effective accommodations through IEPs and 504 Plans. Students explore strategies for differentiation

and adaptation of instructional materials, ensuring lessons are accessible to all learners. Through classroom observations and interviews with special education professionals, students encounter real-world practices that promote inclusion and accessibility. Reflection prompts guide students to think critically about how multimodal instruction, classroom accessibility, and inclusive practices can be implemented to meet the needs of learners with sensory and physical challenges.

Self-concept and Motivation Self-concept is primarily explored through developmental theories, with a strong emphasis on Erikson's work. Students investigate various stages of development, focusing on emotional and social growth. Erikson's stages, such as identity vs. role confusion, directly address the evolution of self-concept during childhood and adolescence. Motivation is examined in the context of understanding student learning needs and implementing differentiated instruction. Lessons touch on intrinsic and extrinsic motivation, and students explore motivational theories like those proposed by Maslow or Deci & Ryan.

Curriculum Issues: Students explore the historical evolution of curriculum from religious instruction to progressive education and standards-based models, examining how social, political, and economic factors influenced these changes. They study major curriculum movements like Progressivism and Standards-Based Reform, and their impact on teaching practices. Modern curriculum initiatives such as CCSS, STEM/STEAM, and NGSS are analyzed, highlighting tensions between creativity and accountability, and national standards versus local control. Lessons on diversity and inclusion emphasize the need for accessible and representative curricula. Additionally, students learn to adapt and differentiate curriculum to support diverse learners, including those with IEPs, ELLs, and culturally diverse needs.

Local Roles: In Teacher Education 1, students learn about school organization, including the roles of local school boards, districts, site administration, and leadership teams, and how local decision-making occurs. They research career opportunities and understand how hiring and personnel decisions are made locally. In Teacher Education 2, students discuss the impact of local communities and school boards on curriculum decisions, recognizing how local needs can differ from national or state standards. They gain insight into how local governance structures shape educational experiences and policies, with school boards, district leadership, principals, teachers, and community input all playing significant roles.

Teaching in Public, Private, and Charter Schools: In Teacher Education 1, students explore various types of educational institutions—public, private, charter, and parochial—along with career opportunities and differing roles and expectations in each setting. They learn key vocabulary like nonsectarian and paraprofessional, reinforcing distinctions between public and private environments. Students also examine hiring processes, recognizing that standards, salaries, and work environments vary across these school types.

Performance Appraisals: Students explore the role of teacher performance appraisals in supporting instructional effectiveness and professional growth. Teacher Education 2 introduces the evaluation process, including formal observations, student engagement measures, and instructional delivery assessments. Students reflect on the importance of ongoing feedback and identify potential areas for their own future development as educators. Understanding performance appraisals prepares students for real-world expectations in educational careers.

Gender and Sexual Orientation: Gender and sexual orientation are thoughtfully addressed in the Teacher Education 2 course through lessons on diversity, inclusion, and creating affirming classroom environments. Students explore how gender identity and expression impact student experiences and reflect on strategies for supporting all learners. Using the *UnErasing LGBTQ History and Identities* podcast provides students with direct insight into the importance of recognizing and affirming LGBTQ+ students in educational settings. Through reflection and discussion, students develop practical approaches for fostering safe, inclusive spaces for diverse gender identities and sexual orientations.

Teacher Education 1, Lesson 8: Influential Person in Education Multimedia Project: Students select an influential historical or contemporary educator and research their contributions to education. Through multimedia presentations, students analyze how these figures shaped educational philosophy, access, and reform efforts, particularly regarding equity and innovation. The project encourages students to connect individual leadership to broader educational movements.

Teacher Education 1, Lessons 10: History of American Education Timeline/Presentation: Students research key events and movements that shaped the American education system, from early colonial schooling to modern reform initiatives. They create a timeline and presentation that illustrates how historical, political, and social forces influenced curriculum, school structure, and access to education. This project helps students connect past developments to contemporary educational challenges.

Teacher Education 1, Lesson 13: Developmental Theory Multimedia Project: Students choose a major developmental theory, such as those by Piaget, Vygotsky, or Erikson, to research in depth. They create a multimedia presentation that explains the theory's key ideas and its application to student growth and classroom practices. This project emphasizes the connection between understanding child development and designing effective, age-appropriate instruction.

Teacher Education 1, Lesson 20: Growth and Development Multimedia Project: In this project, students select a major developmental theory and research its influence on student learning and behavior. Using a multimedia format of their choice, students create a visual narrative that connects theory to teaching practices across developmental stages. This assignment highlights how knowledge of child development informs effective instructional planning.

Teacher Education 2, Lesson 2: Special Education, Diversity, and Inclusion Reflections: Students examine how schools support students with disabilities, language barriers, and diverse cultural backgrounds. Through classroom observations, interviews, and reflections, students analyze the importance of inclusive practices and differentiated instruction. The assignment highlights how educators can meet the varied needs of all learners.

Teacher Education 2, Lesson 3: Curriculum Development Research Project: Students investigate major curriculum models and current education initiatives, such as Common Core, STEM/STEAM programs, and Next Generation Science Standards (NGSS). They evaluate how curriculum design impacts teaching strategies and student outcomes. Through research and presentation, students gain a deeper understanding of the relationship between curriculum planning and effective instruction.

Teacher Education 2, Lesson 6: Teaching Strategies Project: Students explore a variety of instructional models, including cooperative learning, project-based learning, and learner-centered approaches. They evaluate the strengths and challenges of different methods and develop a sample lesson or activity that applies a specific strategy. This project helps future educators build practical skills in planning and adapting instruction to meet diverse student needs.

Teacher Education 2, Lesson 8: Virtual Field Trip or Simulated Experience Plan: Students plan and "lead" a virtual field trip experience for an elementary classroom, integrating technology, curriculum standards, and student engagement strategies. They design activities that extend learning beyond the classroom while addressing logistics, safety, and instructional goals. This project helps students understand the role of experiential learning and instructional planning.

Teacher Education 2, Lesson 16–17: General Child Abuse Mandated Reporter Training: Students complete seven hours of mandated reporter training (4 hours on General Child Abuse and 3 hours on School Personnel Mandated Reporter) from mandatedreporterca.com. Upon scoring 80% or higher on the final exam, they earn a certificate of completion. This training teaches them to recognize, respond to, and report signs of child abuse and neglect, covering legal responsibilities, reporting procedures, and ways to protect vulnerable students in school settings.

Teacher Education 2, Lesson 18: UnErasing LGBTQ History and Identities Podcast Reflection: Students listen to selected episodes from the *UnErasing LGBTQ History and Identities* podcast to learn how educators can create inclusive environments for LGBTQ+ students. After engaging with the material, students reflect on strategies for affirming diverse gender identities and sexual orientations in classroom settings. The lesson emphasizes culturally responsive teaching and equity in education.

Purposeful Observations: Throughout the course, students complete 45 hours of structured classroom observations across multiple developmental stages, including preschool, middle childhood, and adolescence. They observe both general education and special education teachers, focusing on specific instructional strategies and professional practices introduced in the coursework. Guided observation forms help students document what they see, while reflective prompts encourage them to connect theory to real-world teaching experiences. This hands-on learning deepens their understanding of effective teaching across diverse educational settings.

Professional Interviews: Students conduct interviews with both general education and special education professionals to gain deeper insights into the daily responsibilities and decision-making processes of educators. Working closely with their instructor, students develop targeted questions around key topics such as school organizational structures, the IEP process, instructional planning, and classroom management. These interviews help bridge the gap between coursework and professional practice, building students' confidence and knowledge about the field of education.

Philosophy of Teaching: Students utilize what they've learned throughout the course and reflect on their personal experiences, beliefs, and values to write their own philosophy of teaching. Students understand that this is an evolving document and be updated or revised to reflect changes in their thinking over time.

Student Learning Outcomes and Assignment Alignment:

Student Learning Outcome (SLO)	Teacher Education 1 and 2 Assignment	Description
Examine historical and contemporary influences in public education	Teacher Education 1, Lessons 10: History of American Education Timeline / Presentation Teacher Education 2, Lesson 3: Curriculum Development Research Project	Students research key historical educational movements and contemporary reforms (e.g., Common Core, NGSS) to understand the evolution of public education.
Appraise theoretical models, curriculum methods, and the role of the teacher	Teacher Education 1, Lesson 20: Growth and Development Multimedia Project Teacher Education 2, Lessons 6: Teaching Strategies Project Teacher Education 2, Lesson 20: Philosophy of Teaching Paper	Students evaluate major developmental theories, curriculum strategies (e.g., project-based learning, cooperative learning), and critically reflect on the evolving role of teachers.
Describe the contributions of culture, race, and class within the education system	Teacher Education 1, Lesson 8: Influential Educator Research Project	Students explore how cultural, racial, and socioeconomic factors influence educational

	Teacher Education 2, Lesson 2: Special Education, Diversity, and Inclusion Reflections Teacher Education 2, Lesson 18: UnErasing LGBTQ History and Identities Podcast Reflection	access and success, and reflect on strategies for creating inclusive classrooms.

Assessment Methods: Final Exam, End of Course Project, Presentation, Projects, Written Assignments and Reflections, Research Project, Tests and Quizzes

***Instructor Qualifications:**
The Child Development, Education, Family Services CTE Department at Altus Schools is comprised of 13 teachers who have designated **CTE Teaching Credentials in Education, Child Development, and Family Services**, as well as relevant **California Teacher Credentials.** Department Lead Members have Master's Degrees in Education.

Department Members have work experience as Center Directors, Staffing Advisors, and Teachers. The department is responsible for developing and updating the Teacher Education curriculum, which is aligned to CTE standards and Common Core State Standards for Science and Technical Areas. The department has an Advisory Council, which is comprised of key educational partners, including teachers, faculty, students, parents, industry partners, and college partners. The Advisory Council meets twice a year to review curriculum, identify industry trends and standards, and obtain feedback from all council members.

Additionally, each department member is required to attend professional development within their industry sector. This department, along with the curriculum administrator and school administrators, ensures that the Teacher Education course is taught to effectively address standards and student learning outcomes while engaging students in work-based learning.

High School Student Learning Outcomes:

Course Title: Teacher Education 1

Unit 1: You – The Teacher of Tomorrow
1. Students will summarize the personal qualities of effective teachers.
2. Students will summarize the employment opportunities in schools, factors that impact these opportunities, and educational requirements for teachers at various levels.
3. Students will summarize other career opportunities for teachers outside schools, including administrative and support services and professional support services.
4. Students will distinguish relevant employment needs and trends in teaching.
5. Students will analyze teacher salary and benefits.
6. Students will describe the major roles that perform.
7. Students will infer how to work effectively within a school, including developing an understanding of a school's organizational culture.
8. Students will summarize the importance of subject-matter knowledge and effective teaching skills for teachers and how they can stay up-to-date.
9. Students will demonstrate the ability to communicate effectively verbally, nonverbally, and through clear, professional, written communication.
10. Students will resolve conflicts constructively.

11. Students will analyze the process for becoming a teacher.
12. Students will analyze the requirements for admission to a teacher education program.
13. Students will develop a personal career plan, including a career goal.
14. Students will apply effective techniques for comparing potential colleges and universities.

Unit 2: The School

1. Students will summarize the main influences on education in the American Early National Period.
2. Students will summarize how historical and social events changed education during the American Common School Period.
3. Students will analyze how education in the American Progressive Period responded to a rapid changing social climate.
4. Students will summarize how education was impacted by the economics of the 1920's.
5. Students will analyze the effect influential person/s had on the formation of education in America.
6. Students will analyze the impact of federal education legislation, the civil rights movement, and the back-to-basics movement has had on American education from the 1940s to present day.
7. Students will summarize how educational reform has affected American education.
8. Students will create a timeline depicting changes in American education.
9. Students will analyze the organization and control of education in California.
10. Students will summarize how public schools are governed and funded.
11. Students will compare examples of how schools and communities interact and share resources.
12. Students will analyze societal problems that impact schools and learning, along with possible outcomes.

Unit 3: The Learner

1. Students will summarize the main types of human development.
2. Students will define developmental theories and analyze how they impact teaching.
3. Students will create a multimedia presentation depicting one developmental theory's impact on teaching practices.
4. Students will analyze the physical characteristics and growth and socio-emotional development in preschoolers, ages three through five.
5. Students will explain the cognitive development of children ages three through five.
6. will identify developmentally appropriate guidance techniques for preschoolers.
7. Students will identify how to screen for developmental milestones preschoolers should achieve.
8. Students will describe how the preschool years prepare children to enter school.
9. Students will analyze the physical, cognitive, socio-emotional, and moral development of children ages 5 to 7, ages 8 to 9, and 10 to 12.
10. Students will analyze the cognitive skills commonly required of teams in school.
11. Students will summarize the socio-emotional skills teens need to develop for adult success and devise strategies for teaching one such skill.
12. Students will identify the various influences on the moral development and personal values of teens.

Course Title: Teacher Education 2

Unit 4: The Teacher – Planning for Instruction

1. Students will analyze how learning styles and multiple intelligences influence teaching.
2. Students will describe to how engage with students who have varied strengths.
3. Students will identify strategies schools can use to help gifted and talented learners and students who have special needs reach their potential.
4. Students will develop classroom strategies that embrace cultural diversity and ensure an atmosphere of respect for all students.
5. Students will analyze the challenges English learners face and how classroom teachers can help.

6. Students will analyze ways that teachers use differentiated instruction to teach diverse learners.
7. Students will analyze the types of information included in the educational standards.
8. Students will analyze initiatives that influence educational standards and curriculum development.
9. Students will summarize the relationship between instructional units and course plans.
10. Students understand the purpose of lessons plans and can analyze the key parts of a lesson plan and how they relate to each other.
11. Students will write an educational objective that includes all necessary components.
12. Students will analyze factors that inspire teachers as they create lessons and summarize ways to enliven learning for students using lesson plans.
13. Students will summarize why evaluating lessons is important.

Unit 5: The Teacher – Instructional Materials

1. Students will summarize the role of all teachers in the development of critical-thinking skills.
2. Students can analyze a lesson, identifying the use of questioning, examples, and closure.
3. Students will identify the characteristics and uses of specific types of instructional methods.
4. Students will summarize teachers' considerations when deciding which teaching strategies to use.
5. Students will identify what technology makes learning more accessible.
6. Students will describe technology tools that assist teachers in planning, teaching, communicating, and managing information.
7. Students will summarize ways teachers use technology to enhance learning opportunities.
8. Students will evaluate websites for teaching and learning.
9. Students will plan a virtual field trip or simulated experience.

Unit 6: The Teacher – The Role of Assessment

1. Students will understand the purpose of assessment.
2. Students will describe types of information assessments can measure.
3. Students will summarize the use of tests in assessing learning.
4. Students will write test questions that are used to demonstrate competency of a specific standard.
5. Students will describe how alternative assessment strategies help demonstrate student learning.
6. Students will summarize how teachers choose the appropriate assessment strategies.
7. Students will analyze the importance of grading and providing effective feedback to students.
8. Students will create a rubric that clearly identifies the criteria for assessing performance.

Unit 7: The Teacher – Classroom Management

1. Students will create an organized classroom environment in effective classroom management.
2. Students will research and summarize their school's plans for emergency procedures.
3. Students will create class rules to enhance the learning environment and prevent behavior problems
4. Students will implement appropriate behavior management strategies in response to common behavior problems.

Unit 8: The Challenges of Teaching

1. Students will identify ways that teachers can maintain their health and wellness.
2. Students will analyze aspects of having a healthy work-life balance for teacher health and wellness.
3. Students will describe how teachers can create a healthy environment for their students.
4. Students will identify the key role of the teacher in providing security in the classroom.
5. Students will identify characteristics of child abuse and neglect.
6. Students will summarize the actions to take when teachers suspect child abuse or neglect, including mandated reporting.
7. Students will analyze factors involved in creating an inclusive classroom, including diversity, equity, and cultural competence.

Unit 9: You – The Teacher of Tomorrow
1. Students will write their own philosophy of teaching, considering their own thoughts, beliefs, and values regarding teaching pedagogy, assessment methods, and classroom diversity.

Textbooks, Software, and Equipment:
- Teaching (4th Edition/Goodheart-Willcox)
- Open Educational Resources (Lesson Guide, Online videos and articles, etc.)

III. CRITERIA FOR AWARD OF COLLEGE CREDIT

Credit for the articulated course listed above may be received if all of the following criteria are met:

1. The high school instructor will utilize MiraCosta faculty approved exams, projects, or portfolios to assess student learning outcomes.
2. This high school teacher, or school district designee, has provided course rosters to MiraCosta.
3. The student has completed an Application for Admission to MiraCosta College, has obtained a college SURF ID number, and has submitted a petition for credit via the process administered by the college to manage students applying for credit by exam (CBE) via high school articulation agreement(s).
4. The student has completed the articulated high school course(s) listed in this agreement with a credit-by-exam and course grade of "B" or better. NOTE: Credit-by-exam does not necessarily involve only a written exam. It is a demonstration of proficiency. A portfolio, an oral interview, a demonstration project, a modified final examination, etc. may also be acceptable as determined by the lead college faculty and/or college department chair.
5. The final exam/assessment grade is transcripted and noted as CREDIT BY EXAM on the MiraCosta College transcript.
6. The high school teacher, or school district designee, shall submit all grades and credit recommendations by the college deadline to ensure that credit is transcripted in a timely manner.
7. MiraCosta College and the high school/high school district agree to share student data that includes personal identification information, as necessary to validate college enrollment, credit eligibility, and credit awarded. Information will only be shared with designated high school and college personnel.

Family Educational Rights and Privacy Act (FERPA)
Due to FERPA laws, MiraCosta College staff are prohibited from sharing information regarding a student's record with anyone besides the student and designated K12 educators and staff. This includes, but is not limited to, parents and guardians.

Instructor/Curriculum Changes: If there is a change in high school instructor during the term of this articulation, the agreement remains in effect if none of the course content, including final exam, project, or presentation, changes. High school administration is responsible for ensuring that the new instructor is aware of the articulation agreement and follows all procedures and criteria explained in this agreement.

When there are changes to High School courses during the two-year articulation window, the high school liaison shall immediately contact the Career Education Pathways coordinator, who shall inform the MiraCosta College discipline faculty and articulation officer of changes and/or additions to high school articulated courses that may impact university articulations, ADTs, and/or common numbered courses. Discipline faculty may rescind the articulation agreement if there are changes that move the High School course out of alignment.

Upon the expiration of the term of this agreement, this articulation is eligible for renewal pending (1) review of updated curriculum by both parties and (2) an agreement by all parties to extend the life of the articulation for another two-year term.

ALTUS CHARTER SCHOOLS

05/26/2025

Allison Fleck — Date
School Coordinator

Cathryn Rambo 05/29/2025

Cathryn Rambo — Date
Dean of Academic Affairs and
Altus Schools

MIRACOSTA COLLEGE

Claudia Flores 05/23/2025
Claudia Flores (May 23, 2025 13:31 PDT)

Claudia Flores — Date
Faculty & Department Chair

Al Taccone 05/23/2025
Al Taccone (May 23, 2025 13:33 PDT)

Al Taccone — Date
Dean, School of Career Education

Altus EDUC 115 ArticulationAgreement 25-27

Final Audit Report 2025-05-29

Created:	2025-05-23
By:	Amy Pimentel (apimentel@miracosta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAARJ019VaW7FgfLW2K87zRBJ4br6XW0sAT

"Altus EDUC 115 ArticulationAgreement 25-27" History

Document created by Amy Pimentel (apimentel@miracosta.edu)
2025-05-23 - 8:04:57 PM GMT- IP address: 68.8.142.234

Document emailed to Claudia Flores (cflores@miracosta.edu) for signature
2025-05-23 - 8:05:43 PM GMT

Email viewed by Claudia Flores (cflores@miracosta.edu)
2025-05-23 - 8:31:18 PM GMT- IP address: 68.107.49.14

Document e-signed by Claudia Flores (cflores@miracosta.edu)
Signature Date: 2025-05-23 - 8:31:56 PM GMT - Time Source: server- IP address: 68.107.49.14

Document emailed to Al Taccone (ataccone@miracosta.edu) for signature
2025-05-23 - 8:31:58 PM GMT

Email viewed by Al Taccone (ataccone@miracosta.edu)
2025-05-23 - 8:33:17 PM GMT- IP address: 209.129.33.70

Document e-signed by Al Taccone (ataccone@miracosta.edu)
Signature Date: 2025-05-23 - 8:33:40 PM GMT - Time Source: server- IP address: 209.129.33.70

Document emailed to Allison Fleck (afleck@altusschools.net) for signature
2025-05-23 - 8:33:43 PM GMT

Email viewed by Allison Fleck (afleck@altusschools.net)
2025-05-26 - 10:53:17 PM GMT- IP address: 104.47.58.254

Document e-signed by Allison Fleck (afleck@altusschools.net)
Signature Date: 2025-05-26 - 10:53:38 PM GMT - Time Source: server- IP address: 104.188.23.56

Document emailed to Cathryn Rambo (crambo@altusschools.net) for signature
2025-05-26 - 10:53:39 PM GMT

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Email viewed by Cathryn Rambo (crambo@altusschools.net)

2025-05-29 - 1:59:50 PM GMT- IP address: 68.101.216.120

Document e-signed by Cathryn Rambo (crambo@altusschools.net)

Signature Date: 2025-05-29 - 2:00:13 PM GMT - Time Source: server- IP address: 68.101.216.120

Agreement completed.

2025-05-29 - 2:00:13 PM GMT

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Altus Schools to
Victor Valley Community College District
CTE Articulated Course Credit
for 2026/27 Academic Year
Memorandum of Understanding

The list of courses contained within Appendix A of this agreement represents the mutually agreed upon comprehensive course list between Victor Valley Community College District, hereinafter referred to as Victor Valley College or VVC, and the Altus Schools for the 2026/27 academic year. Articulation agreements are conducted on a district-to-district basis and include the list below.

Altus Schools agrees to and will:

1. Ensure that each course named in the memorandum of understanding will meet the academic rigor of a college level course taught at Victor Valley College.
2. Ensure that each course meets with students at least the minimum hours for each specific class listed in the MOU as determined by Victor Valley College approved curriculum.
3. Ensure that each articulated course covers the content agreed upon as reflected within the approved course outline and final exam.
4. Ensure that only appropriately qualified instructors instruct articulated courses at the secondary school site if they are to be articulated with Victor Valley College.
5. Ensure the integrity of data being submitted to Victor Valley College. Data integrity shall be certified by the school site or district registrar.
6. Ensure that students submitting for articulation credit are informed that courses articulated with VVC may or may not be awarded credit at California State University, University of California or other institutions to which a student may transfer.
7. Ensure that all students that are to receive articulated course credit have successfully completed the VVC application process.
8. Ensure that articulation grades are submitted only for students who have both earned an A or B in the articulated course and an "A" or "B" on the VVC-approved final exam.
9. Submit the "A" or "B" earned grade on the VVC-approved final exam for the credit award.
10. All final grades must be submitted to VVC no later than the 3rd Friday in June *(2026/27 Academic Year - June 18, 2027).*

Victor Valley Community College agrees to and will:

1. Award college credit to high school and adult education students for all final exam grades as described above. All grades submitted via the appropriate grade submission protocol shall be awarded and transcribed credit to the Victor Valley College transcript no later than the 3rd Friday in July *(2026/27 Academic Year - July 16, 2027).*
2. Victor Valley College transcripts will identify high school articulated CTE courses as "Credit by Exam," as required by California Code of Regulations Title 5. High school courses articulated with VVC may or may not be awarded credit at California State University, University of California or other institutions to which a student may transfer.

Executed by:

Mary Searcy Burby

Superintendent, Altus Schools

6/12/2026

Date

Superintendent/President, Victor Valley College

4/9/26

Date

McKenzie Tarango

Eric Freeman

Appendix A – List of Courses

Altus Schools
Articulation Agreements for 2026-27

HS Course Title		VVC Course ID	VVC Course Title	Renewal or New
Veterinary Science 1		AGNR 106	Veterinary Terminology and Technology	Renewal

APPENDIX CC

MENTAL HEALTH PLAN

COMPREHENSIVE MENTAL HEALTH PROGRAM

Altus SCHOOLS

UPDATED JULY 2026

VISION

To create an inclusive and positive environment where every student has equitable access to comprehensive, evidence-based mental health support. We empower students to achieve emotional well-being, resilience, and academic success. Our goal is to foster a supportive learning environment where students feel prioritized and are empowered to advocate for mental health within their community.

MISSION

We provide accessible mental health services tailored to each student and family. By integrating multi-tiered supports and engaging the community, we remove barriers and increase equitable access to mental health services. We respond urgently to student needs, fostering a stigma-free school culture that promotes well-being. Through collaboration with families, educators, and community partners, we connect students to resources and support networks, continuously enhancing our services to meet the evolving needs of our diverse student population.

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Section I: Introduction

In recent years, there has been a growing recognition of the critical role that mental health plays in the overall well-being and academic success of students. Schools, as primary settings where young minds develop and flourish, have a unique opportunity to address the mental health needs of their students. A comprehensive school-based mental health program is an essential component of a comprehensive approach to education that values the mental and emotional well-being of every student.

This comprehensive school-based mental health program plan aims to outline a systematic and evidence-based approach to promoting mental health and providing support to students within the school environment. It is grounded on best practices identified by the National Center on Safe Supportive Learning Environments from the U.S. Department of Education, the Mental Health Technology Transfer Network, and the School Health Assessment and Performance Evaluation (SHAPE) System developed by the National Center for School Mental Health at the University of Maryland School of Medicine.

This program plan recognizes the importance of a multidisciplinary approach, involving collaboration between educators, mental health professionals, families, and the broader community. It emphasizes the need for training and capacity building among school staff to identify and respond to mental health concerns effectively. Moreover, it acknowledges that mental health extends beyond individual students and should be addressed at the systemic level through strategic planning, implementation, and evaluation.

Within this program plan, specific initiatives and interventions are outlined, such as the utilization of a multi-tiered system of support to address mental health and wellness needs, implementation of safe and supportive school environments, provision of mental health services, and access to curricular and instructional supports. Additionally, it addresses crisis response protocols, coordination with external mental health services, and evaluation mechanisms to ensure the effectiveness and continuous improvement of the program.

Section II: Theoretical Frameworks

Altus Schools' Comprehensive Mental Health program implements research-based practices that seek to build an effective and sustainable approach to prevention, identification, and treatment of mental health in schools. In alignment with the National Center on Safe and Supportive Learning Environment's Best Practices in Action, Altus Schools:

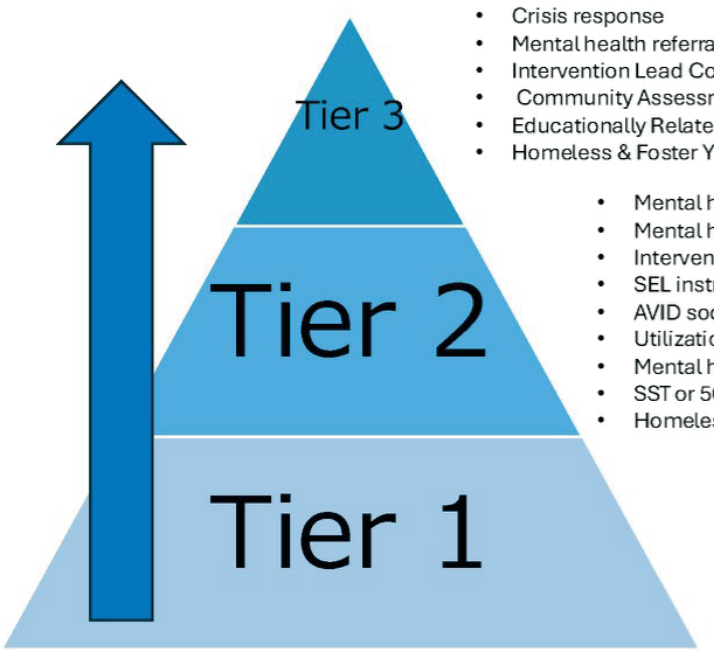
1. Provide a continuum of services through Multi-Tiered Systems of Support (MTSS)
2. Obtain and incorporate educational partner input
3. Engage leadership in implementation planning and support
4. Build staff mental health capacity
5. Use data to inform program improvement
6. Establish community partnerships

By aligning school systems, integrating strategic planning, and using quality data to guide programming, Altus Schools provides a range of supports and services that promote a positive school climate, strengthen social-emotional learning, and address students' mental health and wellness needs through prevention, identification, and intervention. The comprehensive program is supported by trained professionals, including school psychologists, licensed marriage and family therapists, credentialed counselors, and school nurses, who provide universal and targeted supports. It also leverages key partnerships with community health and mental health providers to expand access to services.

Multitiered System of Supports

Altus Schools use a Multi-Tiered System of Support (MTSS) to address the academic, socio-emotional and behavioral needs of students. The system is composed of layered interventions from universal approaches that benefit all students with common needs, to targeted, individualized programming that addresses individual student needs (Appendix A). Mental health supports are embedded within the three tiers of intervention to provide a continuum of services that are aligned and designed to improve student outcomes.

A pyramid of interventions is commonly used to outline the services and supports offered at each tier of intervention. Tier 1 notes the universal supports available to all students, Tier 2 supports are more targeted and are usually implemented for a short term, and Tier 3 are more intensive, individualized interventions that address significant needs. Below is a pyramid of interventions that specifically outline the mental health supports within the Altus Schools MTSS framework:



- Crisis response
- Mental health referral to Healthy Youth School Therapist for extended individual counseling
- Intervention Lead Conference
- Community Assessment Team (CAT) referral
- Educationally Related Mental Health Services (ERMHS) through IEP
- Homeless & Foster Youth Liaison Case Management

- Mental health referral to Healthy Youth School Therapist for short-term counseling
- Mental health referral to community-based organization
- Intervention Counselor Conference
- SEL instruction: RISE Series
- AVID social-emotional curriculum
- Utilization of SEL Curriculum
- Mental health coaching mobile applications
- SST or 504 plan
- Homeless & Foster Youth Liaison Case Management

- Resilience in Students & Education (RISE) Series
- Online Student Mental Health and Wellness Resource Hub
- SEL instructional resources
- Mental health coaching mobile applications
- Annual Wellness Week
- Suicide prevention training and protocols
- Youth Mental Health First Aid Training certification
- Implementation of trauma informed practices & SEL strategies
- Human Trafficking School Safety Protocol
- Universal mental health screenings
- Calming Carts with self-regulation tools

Evidence- Based Services and Supports

Evidence-Based Practices (EBPs) include any therapeutic technique proven to be effective by peer-reviewed scientific experiments. According to the American Psychiatric Association EBP's are: "best practice and one of the 'preferred' approaches for the treatment of psychological symptoms." Within our Altus Schools comprehensive mental health program, Healthy Youth School Therapists (HYSTs) utilize several EBPs to meet students' individual needs, including:

- Cognitive Behavioral Therapy (CBT)
- Dialectical Behavioral Therapy (DBT)
- Motivational Interviewing (MI)
- Modular Approach to Therapy for Children with Anxiety, Depression, Trauma, or Conduct Problems (MATCH-ADTC)

Examples of Cognitive Behavioral Therapy techniques include teaching about cognitive triangles, cognitive distortions, cognitive restructuring and fact checking, as well as deep breathing, progressive muscle relaxation, and journaling to cope with stressors. Dialectical Behavioral Therapy techniques include mindfulness (mindful breathing, grounding techniques), distress tolerance skills (self- soothing skills, pros/ cons skills, problem solving skills, and radical acceptance), emotional regulation skills (STOP skill, positive self- talk, opposite action skill), and interpersonal effectiveness (boundary building, GIVE skill). Examples of Motivational Interviewing include asking open-ended questions, active listening, highlighting discrepancies, building motivation to change, strengthening commitment to change, affirming, providing reflective listening, and summarizing conversations. MATCH-ADTC is a program that combines 33 procedures—drawn from the most successful evidence-based treatments—into a single, flexible system. Comprehensive flowcharts guide the process of care, streamlining treatment to fit the child's needs while fostering individualization to address comorbidity or therapeutic roadblocks.

Community-Defined Evidence Practices (CDEPs)

Altus Schools provide culturally competent services to address disparities in behavioral health. We focus on providing culturally competent services by imple-

menting annual training to staff to understand and respect the cultural backgrounds, beliefs, and values of diverse communities. By integrating cultural sensitivity into mental health services, Altus Schools aim to provide more equitable care. Our schools engage the community, particularly marginalized and underserved populations by supporting students' individual needs to help them graduate high school, and by collaborating with community organizations to ensure that the needs of all educational partners are addressed. Altus Schools have also implemented policies that promote health equity by addressing systemic barriers to behavioral health services, such as issues related to access. We have purposefully located each resource center to be accessible in the heart of the communities we serve, near public transportation to help reduce barriers to accessing their education and mental health resources and continually utilize several communication platforms to provide information and access to the educational program and student services. We further collaborate with community providers to provide education and awareness to students and families through several methods, including presentations at the resource center, school events, community events, and online webinars including the Altus Family Learning and RISE series.

Cultural Responsiveness and Equity

Altus Schools value the diversity of our student population and are purposeful in being responsive to the values, beliefs and behaviors of students and families. With an equity-driven approach, we strive to ensure that each student has equitable access to mental health supports and services and seek to collaborate with all educational partners to meet the mental health and wellness needs of every student.

Through our unique Pathways Personalized Educational Plan (PPEP) process, each student and family have access to a trusted adult in school and instructional team who actively monitor student engagement and performance, partner with family to identify barriers to academic engagement including mental health and wellness challenges, and connect family to school-based supports and community resources. Through the PPEP, each student receives an individualized educational program through highly trained adults that demonstrate care about their learning as well as about them as individuals, a key component of building school connectedness. Research demonstrates that school connectedness is an important factor in adolescent health and link directly to better mental health, and decreased sexual health risks, substance use and violence (School connectedness helps students thrive 2022). This is particularly important for students who have been historically marginalized, racial and ethnic minority groups and youth who identify as LGBTQIA+.

In alignment with principles from the Equity in Mental Health Framework, Altus Schools:

- **Train staff on trauma-informed practices and cultural competence:** Altus University provides several opportunities to staff for professional learning on culturally-responsive teaching, trauma-informed practices, student and family engagement strategies.
- **Provide accessible and safe communication:** Students and families have access to several avenues to inquire about mental health supports and express needs, including direct communication to the student's teacher, case manager if the student has an IEP, school counselor, and learning lead/school coordinator. Each school's web site outlines key contact information for special programs. The Altus Schools Mental Health and Wellness Hub, an online resource with a collection of resources, embeds a feedback form that website visitors can submit to request support. Additionally, school personnel can connect students and

families to mental health support staff via the school's mental health referral process.

- **Provide culturally and linguistically appropriate services and supports:** Through the diversity of our school personnel, careful selection of vendors, and intentional partnerships with community organizations, Altus Schools provide culturally relevant and linguistically accessible information and services to our school community through consultation for effectiveness and by making information and school events accessible in languages needed.
- **Disaggregate data:** Using an equity lens, student performance measures are monitored for all students and disaggregated by targeted student groups. School personnel use this data to match students with appropriate services and supports and to inform program improvement.

Data-Informed Decision Making

Altus Schools use multiple sources of actionable and meaningful data and input from educational partners to monitor student engagement, assess student mental health needs, develop mental health and wellness goals and action plans, activate the MTSS, and measure program effectiveness.

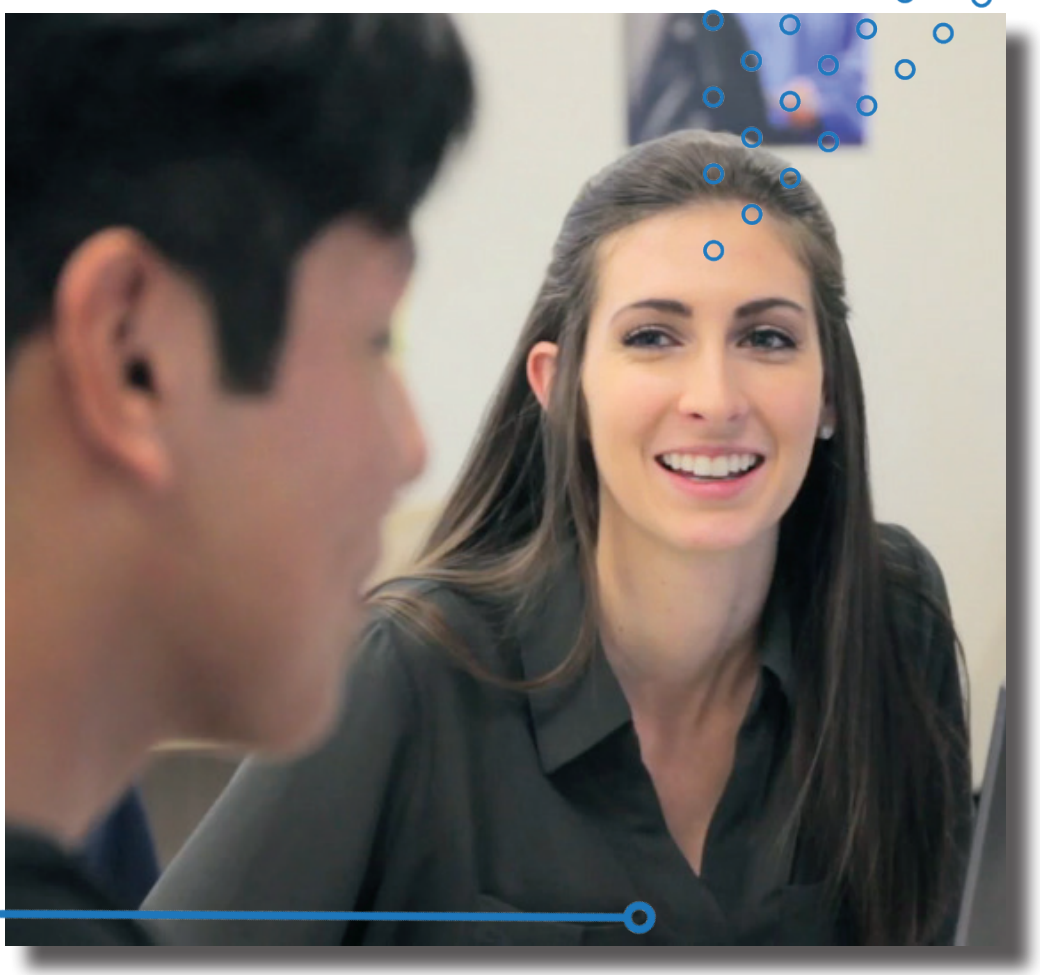
PPEP Storybook data: The PPEP Storybook contains detailed results related to student progress and engagement that are reviewed by various staff members across school systems. Some of the indicators included are school participation, credit completion, chronic absenteeism, interventions reports, and PPEP survey completion. The Storybook serves as a real-time monitoring tool to activate interventions for students who are demonstrating disengagement or inadequate progress. With an equity-lens at the forefront, the data is disaggregated by the different school sites and by student groups including Hispanic/Latino, Black or African American, White, Two or more races, English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Homeless, Foster Youth, and Pregnant and Parenting. This allows staff to quickly activate supports and services, facilitates trends analysis, and supports prioritization of resource allocation.

Leadership engagement: As part of the annual strategic planning process and through cycles of continuous improvement, leadership at various levels are involved in the design, planning, implementation and evaluation of mental health programming, supports, and services. This ensures that school systems are aligned to support mental health and wellness initiatives, involves a diversity of inputs and perspectives, supports resource maximization and prevents duplicate efforts thus maximizing efficiency and effectiveness.

Needs Assessment: Annually, mental health team

members and school leadership engage in a collaborative needs assessment to identify system strengths, gaps between current and desired conditions, clarify priorities, inform quality improvement, and advance action planning. The needs assessment evaluates the coordination of mental health services, mental health promotion, student mental health referral processes, mental health services and supports for students, and suicide prevention, intervention, and postvention.

Resource Mapping: In conjunction with the needs assessment, mental health team members engage in the identification, visual representation, and resource sharing of the internal and external supports and services in the schools and the community that are available to meet the mental health needs of all students.



Section III: Student and Family Engagement

Part of the Altus Schools' vision is to develop a personalized instructional program with intensive parental engagement to support positive outcomes for each student. In this effort, there are several ways in which the perspectives of our students and families are incorporated into the development and implementation of our mental health program.

The California Healthy Kids Survey (CHKS)

The CHKS is a research-based, anonymous survey that is sponsored by the California Department of Education to collect student data on measures of school climate, health risks and behaviors, and youth resiliency. Students in grades five, seven, nine and eleven are invited to take the survey confidentially, with active parental consent for 5th grade students and passive parental consent for students in middle and high school. The survey helps schools collect and analyze data on students' school connectedness, protective factors, risk behaviors, mental health wellness, and school safety, among other indicators. There are several modules available within the survey. Besides the required Core module, students at Altus Schools take mental health-related additional modules to effectively incorporate student input in our comprehensive mental health program.

Local Control Accountability Plan (LCAP) Surveys

All students and parents/guardians are invited to take their Altus School's LCAP survey throughout the year, which is used to obtain input on the school's plan for improving student outcomes. Aligned to California's State priorities for student success, the LCAP survey obtains input on the eight priority areas, which include school climate and engagement of students and parents.

Pathways Personalized Educational Plan (PPEP) Surveys

Upon enrollment, every student takes the PPEP survey which is designed to obtain a student's immediate input on several indicators, including feelings about school, access to mental health care, feelings of despair and hopelessness, and experience with bullying. Survey results are reviewed by teachers and used to personalize the instructional program and connect the student and family to relevant support services. The data is also evaluated at a systems level to inform mental health programming and supports.

Parent Committees and School Events

In addition to PPEP meetings, parents, guardians, and educational partners of each Altus school have many opportunities and are encouraged to be involved and participate in the decision-making process of the school, as well as identification and refinement of needs, goals, targets, activities, and resource allocation. Opportunities to provide input on school programs include:

- School Site Council meetings
- English Learner Advisory Committee (ELAC) meetings
- Open House
- Senior Nights
- Family Learning Series

Through these various methods, our schools are able to obtain and incorporate our youth and family input in the development of mental health initiatives.

Section IV: School-Based Mental Health

Altus Schools' mental health program adheres to the Family Educational Rights and Privacy Act (FERPA) and the Schools' Education Records and Student Information Board Policies, ensuring the confidentiality and protection of students' information and education records. In addition, the program follows the guidance and legal requirements established by the U.S. Department of Health and Human Services, the U.S. Department of Education, and the California School-Based Health Alliance. These guidelines provide a framework for creating effective systems to refer youth to mental health service providers while ensuring adherence to both FERPA and the Health Insurance Portability and Accountability Act (HIPAA) regulations. By upholding these standards, we ensure that all student information is managed securely and in compliance with state and federal laws as we connect students and families to essential behavioral health services.

Healthy Youth School Therapists

Under the direct supervision of the Student Access and Support Services Administrator, Healthy Youth School Therapists (HYSTs) are responsible for providing individual counseling to students and families with mental, social-emotional, and behavioral health needs. Services may be delivered in-person at the student's resource center, virtually through virtual meeting platforms, or via phone call. Additionally, the HYST is responsible for:

- Assisting in the development and implementation of programs and initiatives aimed at promoting mental health awareness, prevention, and early intervention. This might involve conducting psychoeducational workshops for students, staff, and parents, and implementing school-wide initiatives to create a positive and supportive mental health environment.
- Performing screenings, evaluation, assessments, and recommendations for services.
- Designing and conducting trainings on the Schools' suicide prevention, intervention and postvention protocols, trauma-informed practices, and socio-emotional instructional strategies.
- Supporting the Healthy Youth Department with student social-emotional learning education and activities.
- Supporting parent and family engagement and education initiatives.
- Acting as a crisis intervention therapist for students and staff by responding to and managing mental health crises or emergencies that arise within the school setting. This could involve assessing risk, providing immediate support, coordinating with external resources, and implementing safety measures.
- Collaborating with teachers, case managers, counselors, Special Education and Student Access and Support Services staff, and administrators on providing mental health services and referrals to community organizations.

Documenting and maintaining accurate and confidential records of student assessments, interventions, progress notes, and communications, adhering to legal and ethical guidelines regarding the storage, access, and sharing of sensitive information.

Students with a 504 Plan

Students with a 504 plan demonstrating mental health needs will have the opportunity to speak with a school-based mental health professional. This is modeled after the same tiered support structure that is available to all students. The HYST will meet with the

student for up to five meetings, conduct analysis, and make their professional recommendations on best ways to support. Upon completion of the meetings with the student, the HYST will recommend to the 504 team whether further meetings are needed, a referral to outside mental health services is recommended, or in the case of demonstrated school-based need, the student is recommended for longer term school-based services. 504 plans provide the opportunity for the student to receive services on a schedule. In the case that a student will need access to mental health support services via the 504, it is recommended that the team convene more frequently than the yearly plan to determine efficacy of the service and determine if furthermore formalized evaluation needs to take place with the school psychologist.

Students with an IEP

Students with Individualized Educational Plans (IEP) demonstrating mental health need have a variety of pathways to access services. The primary reasons that students with IEPs may need access to mental health services are temporary events (grief, community-based trauma i.e., school shootings, social issues such as online bullying), new mental health diagnosis, a sudden change in behavior, or prolonged feelings of depression and/or anxiety that are affecting the students' educational progress.

Response to Temporary Events

In the event of a student with an IEP expressing a need for mental health support on the temporary scale, the mental health team will respond with a tiered intervention system of support. A teacher or student may submit a referral expressing that the concern is not one necessitating ongoing mental health support but rather a need to meet with a professional for a short amount of time. This is modeled after the same tiered support structure that is available to all students. The HYST will meet with the student for up to five mental health sessions, conduct a needs assessments, screenings, and make their professional recommendations on best ways to support. Following the analysis, the HYST will communicate with the student's IEP team either detailing that no further meetings are needed, a referral to outside mental health services is recommended, or in the case of demonstrated school-based need the student is recommended for further social emotional assessment to determine ERMHS (Educationally Related Mental Health Services) qualification.

New Mental Health Diagnosis

If a student receives a diagnosis from a doctor or other qualified mental health professional, the school will follow the following protocol:

1. The case manager will provide the parent or guardian with a ROI (Release of Information) that allows the school to request copies of the medical records and use the information within for the purposes of educational planning.

2. The case manager will share with the IEP team the results of the diagnosis, and request that the school psychologist look at the recent diagnosis to determine if additional testing is warranted, or if the student would benefit from a full triennial re-evaluation to determine new baselines.

3. The IEP team will convene to determine changes or next steps to the IEP. This could include, but is not limited to, recommendations for additional and supplemental mental health assessments, recommendations for additional mental health services under the ERMHS umbrella of services (individual counseling, parent counseling, psychological services), recommendations for additional supports and services available on the IEP (i.e., health services, occupational therapy, speech therapy.)

Sudden Changes in Behavior or Prolonged Feelings of Depression and Anxiety Affecting Educational Progress

If a student presents with sudden changes in behavior (i.e., attacking parents/guardian, attacking authority figures, expressing homicidal ideation), the IEP and mental health team will convene an emergency meeting to determine the best possible steps. As the IEP team is not an emergency response team, the school will most likely conduct a meeting to offer additional mental health or behavioral assessment. The school will also encourage the family to pursue whatever medical recommendations that might be given by the treating doctors. If the student or parent/guardian reports that there are prolonged feelings of depression or anxiety, the IEP team will convene to determine the best possible steps in the least restrictive environment for a school setting. This may result in students being assessed for ERMHS services, an increase in available service minutes for ERMHS services, or an increase in behavioral support services.

All students with 504s and IEPs will be evaluated on a case-by-case basis to ensure that their safety and mental health are at the forefront of decision making. These procedures and protocols are intended to be a recommendation but can be adapted anytime to meet the student's needs.

Student Mental Health Sessions

The HYST will utilize a five-session model to provide school-based mental health services to students who have been referred.

Session 1- Assessment and Psychoeducation: This session includes introductions and building rapport with the student, conducting a needs assessment to understand the student's current mental health concerns, history, and

goals for therapy, providing psychoeducation about common mental health conditions, symptoms, and available treatment options, and collaboratively identify the student's specific areas of focus and establishing therapeutic goals for the sessions.

Session 2 - Psychoeducation and Skill Building: In this session, the HYST will continue to build rapport with the student and deepen their understanding of the student's mental health concerns. The HYST will provide further psychoeducation to enhance the student's knowledge about common mental health conditions, symptoms, and treatment options. Building on this foundation, the HYST will introduce and teach coping strategies tailored to the student's needs and goals, such as stress reduction techniques, cognitive restructuring, and mindfulness exercises.

Session 3 - Skill Building and Coping Strategies: This session will focus on reviewing, learning, and practicing coping strategies based on the student's needs and goals (i.e., emotion regulation, time management, etc.) The HYST and student will collaboratively explore and identify unhelpful thinking patterns or behaviors that contribute to the student's difficulties, practice and reinforce new coping skills through role-plays, homework assignments, or experiential exercises, and address any questions or concerns the student may have regarding the strategies and techniques discussed.

Session 4 - Coping Strategies and Goal Review: In this session, the HYST and the student will continue to build on and practice previously discussed coping strategies, tailoring them to the student's needs and goals. Collaboratively, they will identify and address unhelpful thinking patterns or behaviors, practicing and reinforcing new coping skills through role-plays, homework assignments, and experiential exercises. They will review progress, discuss challenges or successes, and reflect on the student's goals, adjusting as needed.

Session 5 - Goal Review and Relapse Prevention: This session includes reviewing the progress made since the previous session and discussing any challenges or successes the student has experienced. The HYST will reflect on the student's goals and assess their level of achievement or adjustment as needed. This session also includes collaboratively developing a relapse prevention plan to help the student maintain their progress after therapy concludes, as well as discussing potential resources or support systems the student can utilize in the future to continue their mental health journey.

The five-session model may be extended at the discretion of the HYST based on the student's individual circumstances (i.e., crisis level, hospitalization, trauma, access to resources), and service capacity.

Once the HYST or mental health program support staff receives a mental health referral, they will call the parents/ guardians within one week of receiving the referral. The staff member will make three attempts to contact the family and determine next steps. If contact attempts are unsuccessful after three attempts, the referral will be closed, and the referring party will be notified. After successful parent/guardian contact, the HYST or support staff member will email the referrer, parent/guardian, and student with relevant community resources, the Altus Schools Student Mental Health and Wellness Hub, and confirm next steps. During the initial contact with parents/ guardians, the HYST will inform that there will be up to five, forty-five minute sessions to provide mental health services to

their student. If a student is unable to attend session, student or parent/guardian can let the HYST know to excuse the student or reschedule the session. Re-scheduling will be accommodated as best as possible up to three times. For any referrals that were closed due to lack of response or attendance, the referring party may submit another referral when student and family have re-engaged.

Telehealth Services

Altus Schools maintain a focus on providing flexibility to students and families in accessing mental health support, including delivering services virtually or remotely. Also known as teletherapy, the HYST may provide services and support using electronic information and telecommunication technologies through video conferencing, audio, and text messaging while being in a separate physical location from the student. HYSTs are committed to utilizing best practices in delivering virtual school-based counseling that ensure a high-quality session and positive student engagement to achieve successful session outcomes. In accordance with the National Association of School Psychologists Considerations for Delivery of School Psychological Telehealth Services, HYSTs follow the recommendations to:

- Adhere to all professional ethics, standards, policies, and positions.
- Ensure access to high-quality technology.
- Obtain appropriate professional development to ensure their own competence in the delivery of telehealth services.
- Use validated assessment tools and methods.
- Maintain thorough documentation and professional record-keeping practices.
- Ensure high degrees of privacy, confidentiality, informed consent, and security.
- Consider whether telehealth services are safe, effective, and appropriate.

Section V: Community-Based Mental Health

Altus Schools establish purposeful community partnerships to increase access to mental health education and services and provide a broader spectrum of supports. By partnering with culturally responsive and verified organizations in our students' communities, we are able to maintain a student-centered and family-centered approach in overcoming barriers to our students' learning and wellness. School-community partnerships may be established to deliver services directly to students, provide professional learning to staff, or provide community-based learning opportunities to students.

The HYSTs and Student Access and Support Services support staff members are the primary members involved in making referrals to community based mental health organizations, although any instructional member working with the student has the capacity to do so. This includes the teacher, case manager, counselor, instructional lead, school nurse, and homeless and foster youth liaison. Referrals will be documented in the Student Information System's Contact Manager, internal program trackers, and communicated to the student and parent/guardian.

HYSTs and Student Access and Support Services support staff will maintain updated lists of mental health community providers and key contacts by reviewing at least annually and updating as needed. Considering that each community partner has its own referral requirements, all appropriate measures will be taken to protect student confidentiality, document referral details, and ensure the referral was received.

Section VI: Referrals

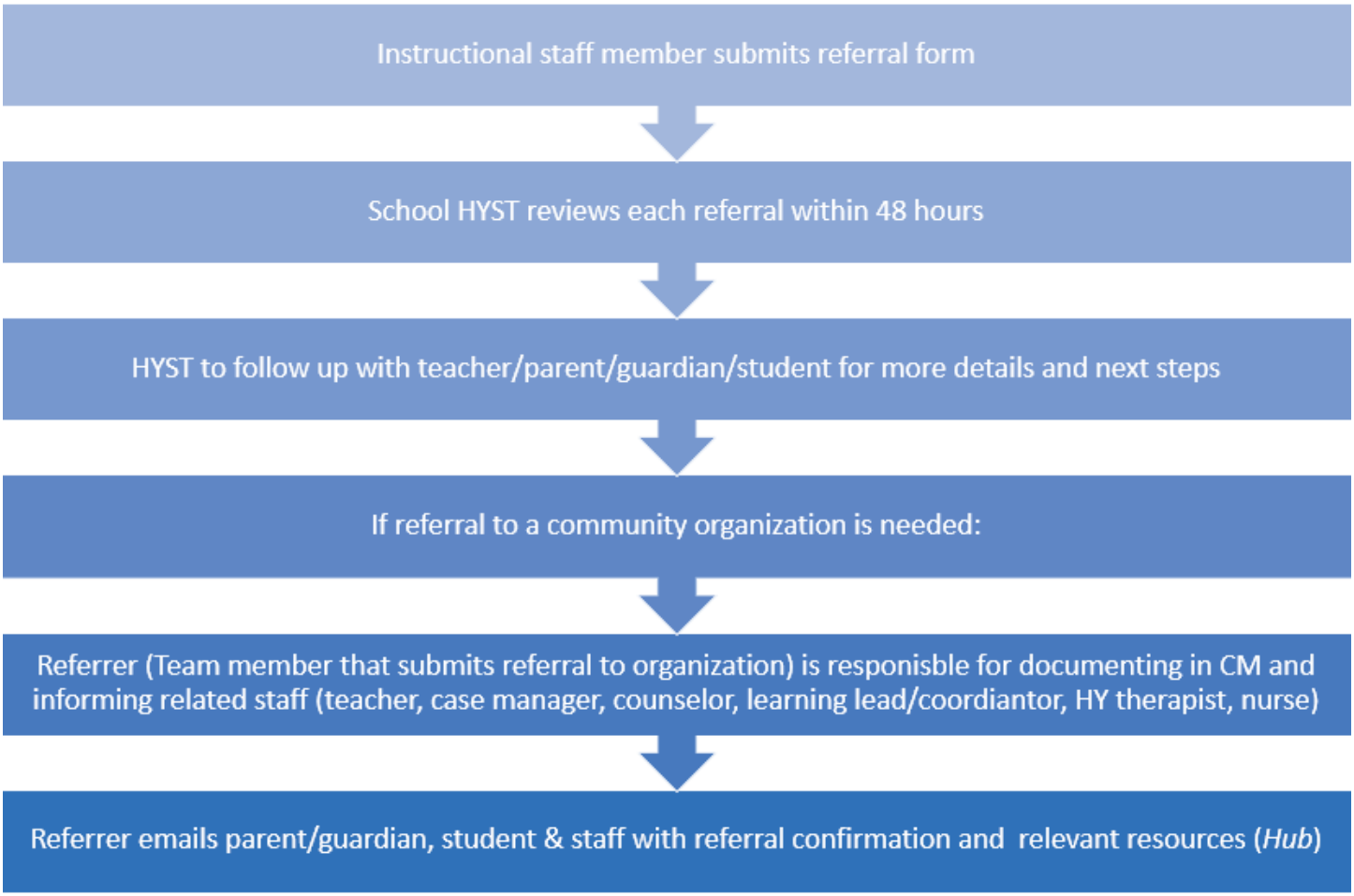
A consistent internal referral process is utilized when a member of the student's PPEP team recognizes the need to refer a student for mental health services. Whether the referral is for non-emergency mental health services or crisis intervention, the priority rests in connecting the student to mental health services as promptly and effectively as possible.

Referral Process for Non-Emergency Mental Health Services

Instructional staff are encouraged to refer any student for mental health services who demonstrates needs, especially in Tiers 2 and 3 of the MTSS, who are experiencing any of the following:

- Depression
- Risk of harm to self or others
- Suicidal Ideation
- Hospitalization after suicide attempt
- Homelessness
- Anxiety
- Family and/or community violence
- Family stress
- Oppositional behavior
- Significant change in behavior or functioning
- Bullying
- Poor peer relationships
- Bereavement and loss
- School refusal
- Withdrawal/isolation from others
- Abuse or neglect
- Low self-esteem
- Academic and/or attendance problems
- Exposure to substance misuse
- Eating disorder

To initiate a referral, the staff member will complete a Mental Health Referral Form that is reviewed by the designated HYST or support staff member. The form will collect data to inform prioritization, the student's access to health care, student schedule and a description of the mental health need. The following process is utilized:



Data from the referral forms will be reviewed and broken down by student demographics to identify patterns, areas of greatest need, and ensure equitable access to services. This analysis will be used to enhance the mental health program and guide continuous improvement.

Mental Health Reporting Protocols for Emergencies

Instructional staff are trained annually in mental health reporting protocols that account for emergencies taking place both at the resource center and away.

Any emergencies will be addressed and debriefed with a team approach, keeping the students' safety and wellness in mind as a top priority.

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Type and Level of Concern/Crisis

In the event of an emergency, do not leave the student unattended. Student shall remain at the RC until proper authorities and/or parent/guardian arrives.

24/7 Support Lines

Suicide and Crisis Lifeline: Call or text 988
Crisis Text Line: Text "HOME" to 741741
CA Youth Crisis Line: 800-843-5200
The Trevor Project Crisis Line: 866-488-7386
SAMHSA National Helpline: 800-662-HELP
Altus Schools Mental Health & Wellness Hub: Altusgo.com/hub

Child Welfare Concern: (abuse, neglect)

Call Child Welfare Services
San Diego (858)560-2191
Riverside (800)442-4918
San Bernardino (909) 384-9233

Follow CWS reporting procedures
Location:
WAVE\COMMON\FORMS\CPS Procedures SS8572Form

Mental Health Concern:

-Refer to YMHFA Guide for steps to assist with general depression, anxiety, eating disorders, substance use, disruptive behaviors, etc.
- Submit Mental Health Referral (discuss with student/family before submitting)

Submit Mental Health Referral

Mental Health Crisis:

(Concerns about Suicidal Ideation or potential harm to self or others)

STUDENT IS AT RC
Perform Suicide Risk Screening/Call or text HYST/and If immediate concern call 988
Notify your supervisor immediately by phone

Submit Mental Health Referral

STUDENT IS NOT AT RC
Confirm student location
Perform Suicide Risk Screening
Call 988 or Non-Emergency Police & ask for PERT to conduct a Welfare Check
San Diego (619)531-2000
Notify your supervisor immediately by phone

Physical Health Concern:

Diabetes, Seizures, Vision, Dental or General Health

Contact School Nurse

Mental or Physical Health Emergency

(Immediate threat to safety of self or others)

Call 988 for Mental Health emergencies and 911 for all others.
Notify your supervisor immediately by phone

Rev 04.09.2024

Section VII: Suicide Prevention

Altus Schools recognize that it is critically important that schools have policies and procedures in place to prevent, assess the risk of, intervene in, and respond to suicidal behavior in youth. As part of the comprehensive mental health program, the Schools' **Suicide Intervention and Prevention Policy Manual with Postvention Toolkit** is updated annually to ensure that all staff who directly support students and families have research-based information, strategies and protocols in the prevention, intervention and postvention of youth suicide. In alignment with the school's Board approved policy, Altus Schools' suicide prevention program elements include:

- **Prevention and Instruction:** Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with their Altus School and is characterized by caring staff and harmonious interrelationships among students. The instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The School may offer parents/guardians education or information which describes the severity of the youth suicide problem, the School's suicide prevention efforts, risk factors and warning signs of suicide, basic steps for helping suicidal youth, reducing the stigma of mental illness, and/or school and community resources that can help youth in crisis.

- **Staff Professional Learning:** Suicide prevention training for staff is designed to help staff identify and find help for students at risk of suicide. Materials approved by the School for training shall include how to identify appropriate mental health services, at school facilities and within the larger community, and when and how to refer youth and their families to those services. The training is conducted annually and may include information on research identifying risk factors, warning signs that may indicate suicidal intentions, research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health, school and community resources and services for students and families in crisis and ways to access them, and school procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.

- **Crisis Intervention:** Staff will be trained to follow the mental health protocol for emergencies, in which the student's safety is prioritized, appropriate support staff, parents/guardians and law enforcement are contacted, referrals to appropriate services are initiated, and access to counselors and support staff is provided to all who were directly or indirectly involved in the incident.

A full description of the policies, procedures and best practices that Altus Schools adheres to protect the health and safety of all students can be found in the Schools' Suicide Prevention, Intervention, and Postvention Manual, available upon request.

Section VIII: Social-Emotional Learning

Altus Kids Homeschool TK-5 Program

In the TK-5 setting, social-emotional learning (SEL) is emphasized to support the holistic development of students with the understanding that fostering social and emotional skills is essential for overall well-being and academic success. Social-emotional learning is integrated into the daily homeschool curriculum, weekly family check-ins, and weekly enrichment sessions. Through explicit instruction and parent/guardian coaching grounded in the CASEL Framework, students learn essential skills such as self-awareness, self-management, responsible decision-making, social awareness, and relationship-building. We recognize that parents/guardians are crucial in supporting their children's SEL skills and creating a nurturing home environment that promotes emotional well-being.

Altus Kids supports homeschooling families to create a positive and supportive environment where students feel safe to express their emotions and thoughts. Following the Collaborative for Academic, Social and Emotional Learning (CASEL) Framework, teachers make research-based recommendations to incorporate activities and discussions promoting empathy, respect, and student collaboration. Teachers are purposeful in modeling positive social and emotional behaviors during enrichment sessions, providing students with real-life examples to learn from while supporting families to do the same at home. By implementing SEL in the TK-5 setting, we aim to equip students with the necessary tools to navigate their emotions, develop healthy relationships, and become responsible and compassionate individuals.

Resilience in Students and Education (RISE) Series

Led by the Healthy Youth Department and in collaboration with the school nurses and HYSTs, the RISE series are student-centered, monthly, one-hour webinars designed to support the social-emotional needs of students, as well as specific needs for students with disabilities. RISE series promote social emotional learning by nurturing the five core SEL competencies: self-awareness, self-management, responsible decision making, social awareness, and relationship skills. Students are able to participate both virtually and in-person, complete age-appropriate assignments, have peer-to-peer interaction, and connect their learning to both school and personal lives. Staff are also able to assess students who need additional mental health support and refer students to the Healthy Youth School Therapists.

Curriculum Supports

Advancement Via Individual Determination (AVID)

AVID is an academic support program designed to prepare students for college and success. The elective courses are available to middle and high school students. The program incorporates the core SEL competencies from CASEL, which promote students' intrapersonal, interpersonal, and cognitive competence. AVID curriculum incorporates core strategies and professional learning modules to advance students' self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Comprehensive Health

This one semester course teaches students how to care for their bodies. Units covered in this course are: consumer and community health, injury prevention, alcohol, tobacco and other drugs, nutrition, environmental health, family living, and communicable and chronic diseases.

Career and Life Management

Students examine resiliency, locus of control, how to respond to difficult life events, social media, healthy relationships, bullying, wellness and nutrition, per-

sonal finance, and explore careers within the Family Services Career Pathway.

California Healthy Youth Act Instruction

In accordance with the California Healthy Youth Act (CHYA), Altus Schools provide students with integrated, comprehensive, accurate, and inclusive comprehensive sexual health education and HIV prevention education, at least once in high school and once in middle school. The purpose of the law is to provide students with the knowledge and skills necessary to: protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy; develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; have healthy, positive, and safe relationships and behaviors; promote understanding of sexuality as a natural part of human development; and to ensure pupils receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end.

Students at Altus Schools receive CHYA instruction during "Wellness Week" each year, proctored by credentialed teachers and nursing staff during age-appropriate middle and high school workshops.

Human Trafficking Prevention

As part of Project Safe from Exploitation (SaFE), a human trafficking prevention education program, students in middle and high school are invited to participate in small group tutoring with age-appropriate curriculum that provides social and emotional learning opportunities and specific tools and strategies to prevent human trafficking. The curriculum for seventh and eighth grades equips students with knowledge that will enhance their personal boundaries and protective skills. The curriculum addresses key health-related concepts, encourages creative expression, and allows students to practice positive decision-making strategies. Students will learn about the different forms of abuse and human trafficking, as well as how to look out for one another. The curriculum for ninth and tenth grades provides social and emotional learning opportunities to equip students with knowledge that will enhance their personal boundaries and protective skills. This curriculum focuses on teaching students about healthy relationships, unhealthy relationships, and the different forms of human trafficking. Students will be empowered with the tools they need to recognize potentially unsafe situations and implement healthy decision-making strategies.

Section IX: Professional Learning

Well trained school personnel are foundational in a comprehensive school mental health system as they are key to promoting student mental health, identifying and referring students who need mental health supports, and training on how to support students' mental health in the school setting. Altus Schools offer systematic and robust professional learning opportunities designed to support social-emotional learning, as well as the prevention of suicide and human and labor trafficking.

First Aid Youth Mental Health

Each year, teachers new to the Schools will complete a required training in youth mental health first aid, which teaches a five-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer/ social, or self-help care. The eight-hour certification course teaches participants the risk factors and warning signs of a variety of mental health challenges common among adolescents, including anxiety, depression, psychosis, eating disorders, ADHD, disruptive behavior disorders, and substance use disorder. Participants do not learn to diagnose, nor how to provide any therapy or counseling. Rather, participants learn to support a youth developing signs and symptoms of a mental illness or in an emotional crisis by applying a core five-step action plan.

Trauma Informed Practices in Schools (TIPS)

TIPS training is available through the Altus University professional learning system and is embedded throughout professional development designed to support student needs and academic engagement. The training helps staff understand the psychological effects of trauma on the brain, as well as its impact on students' emotional, behavioral, and social development. Topics include the definition and types of trauma, how trauma can affect students throughout their lives, and the ways these experiences influence learning. Educators learn practical strategies for recognizing and responding to the effects of trauma and for creating supportive learning environments that help all students succeed.

Social-Emotional Learning (SEL)

SEL training is offered through the Altus University professional learning system. Teachers, case managers and instructional support staff learn about how to integrate key SEL concepts and instructional materials to build resiliency and build relational capacity with their students.

Human Trafficking Prevention and Curriculum:

Instructional staff receive training on human trafficking and labor exploitation through a trauma-informed lens. This training provides critical information about human trafficking, trauma, risk factors, and student vulnerabilities, equipping educators and office staff to recognize potential signs of exploitation and respond appropriately when supporting affected youth. In addition, teachers are trained to deliver human trafficking prevention education to students in grades 7 through 10, helping students build awareness, recognize warning signs, and access available resources and support.

Signs of Suicide

Our Healthy Youth School Therapists provide an annual Signs of Suicide (SOS) training to educational staff, which outlines the importance of having suicide prevention, intervention, and postvention processes in place. The training helps staff members further understand the content of the Suicide Prevention, Intervention, and Postvention Manual resources and strategies. During the training, staff members have the opportunity to ask questions, engage in discussions,

share experiences, practice risk screening, determine risk level, and create safety plans. Trainings include role play scenarios focused on risk factors, warning signs, protective factors, common myths, "Dos and Don'ts," suicide risk screening, safety planning, and utilizing the Suicide Prevention, Intervention, and Postvention resources and toolkit. The purpose of the training is to help staff members become more comfortable when discussing the topic of suicide, familiarize them with the screening process, better understand relevant research and best practices, and the importance of suicide prevention and intervention.

Section X: Program Evaluation

In order to evaluate the impact of the comprehensive mental health program, Altus Schools will utilize several data sources to gauge the outcomes of mental health program elements, including educational impact measures that may include student engagement and academic indicators, health impact that may include measures of wellness, impact on school climate with measures including students' school connectedness and safety, as well as fiduciary solvency associated with program implementation. By measuring the impact of mental health initiatives, we are able to describe program successes and challenges, inform quality improvement, and adjust for program maintenance, growth and change. Program evaluation elements include:

- Clear objectives
- Baseline data collection
- Program implementation monitoring
- Impact on educational and functional outcomes
- Educational partner feedback

Data Collection and Evaluation

The evaluation of a school's comprehensive mental health program is best understood as a process that occurs along a continuum of stages that grows in comprehensiveness and impact on student outcomes. In alignment with the National Center for Healthy Safe Children's continuum of implementing a comprehensive school mental health program, Altus Schools implement data collection and evaluation practices that ultimately lead to the most advanced stage of program evaluation.

- ***Stage 1: Novice*** - program evaluation at this stage focuses on describing the program and its services. This includes descriptions of the tiered services of support, staff who provide the services, sources and reasons for referrals. Cost evaluation may describe staffing structure and staff costs.
- ***Stage 2: Beginner*** - program evaluation grows to describe the characteristics of students served and preliminary progress or outcomes. Cost evaluation analyzes costs of program features and staffing.
- ***Stage 3: Intermediate*** - program evaluation includes the tracking of student progress and outcomes over time. Cost evaluation involves tracking costs and revenues.
- ***Stage 4: Advanced*** - program evaluation evolves to examine long-term outcomes for students and compare them to similar students who did not receive services. Fiscal evaluation may link costs to outcomes to demonstrate return on investment.

Considering the various mental health program elements, several data measures will be collected to evaluate process, impact and outcome, including:

- California Healthy Kids Survey
- Student participation and outcomes in RISE series
- Suicide prevention, intervention and postvention screenings and outcomes
- Quantity and typology of mental health referrals
- Quantity and typology of referrals to community based mental health organizations
- Functional and clinical outcomes measures
- Behavioral screening results

- Utilization and outcomes of Tier 2 and Tier 3 services and supports
- Qualitative feedback from students, families and school staff
- Staff professional learning participation and engagement
- Mental Health Services Satisfaction Surveys
- Impact of mental health services on academic indicators

Continuous Quality Improvement

In order to systemically evaluate and improve the quality and impact of the Altus Schools' comprehensive mental health program, the School Health Assessment and Performance Evaluation (SHAPE) system will be utilized to assess and reassess strengths and needs, establish priorities for improvement, and engage in "real time" change management to establish and meet quality improvement targets. SHAPE uses seven domains to assess system quality using national performance measures, and it is designed to assess the comprehensiveness of the school mental health system and identify priority areas for improvement. The seven domains evaluated are:

- Teaming
- Needs Assessment/Resource Mapping
- Screening
- Mental Health Promotion, Services & Supports
- Early Intervention and Treatment Services & Supports
- Funding & Sustainability
- Impact

Mental Health Team

A team of individuals in several roles within the school system will champion the evaluation and quality improvement processes of the mental health program. This team will be comprised of school mental health staff, administrators, teachers, school psychologist, school nurse and academic counselors. Students and families will also be invited to participate, as well as community health and mental health partners as appropriate.

School Mental Health Quality Assessment

Every two years during the fall semester, the mental health team is responsible for completing the School Mental Health Quality Assessment which addresses the seven domains identified above and provides a score report that evaluates program areas as Emerging, Progressing, or Mastery. After the assessment is completed, the team will utilize the summary report provided by the SHAPE system to identify program strengths and areas for improvement.

Improvement Areas

The mental health team will identify areas for improvement by targeting the program areas that obtained Emerging or Progressing scores in the Quality Assessment. The team will then select one to two areas of focus for one to two school years by utilizing a strategic planning guide and relevant School Mental Health Quality Guides provided by the National Center for School Mental Health. From these guides, the team will design and implement an action plan that includes goals, measures of success, action steps, staff member roles and responsibilities, and implementation timeline.

Implementation and Reassessment

The mental health team will implement the action plan and reassess quality improvement in the targeted domains at the end of each school year. Using the SHAPE system, score reports will be used to measure impact and determine next steps in the continuous quality improvement cycle.

The development, implementation, and evaluation of the Altus Schools Comprehensive Mental Health Program is an essential component of our vision to create instructional, service, organizational, and governance models that can serve as prototypes for educational reform. The well-being and mental health of our students have a profound impact on their academic success, personal growth, and overall quality of life. By integrating comprehensive mental health services and supports into the educational setting, we can create a nurturing environment that promotes resilience, emotional well-being, and success for all students, thus fulfilling our core competency to Transform Lives.

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Section XII: Appendices

Appendix A: Altus Schools Multi-Tiered System of Support (MTSS)

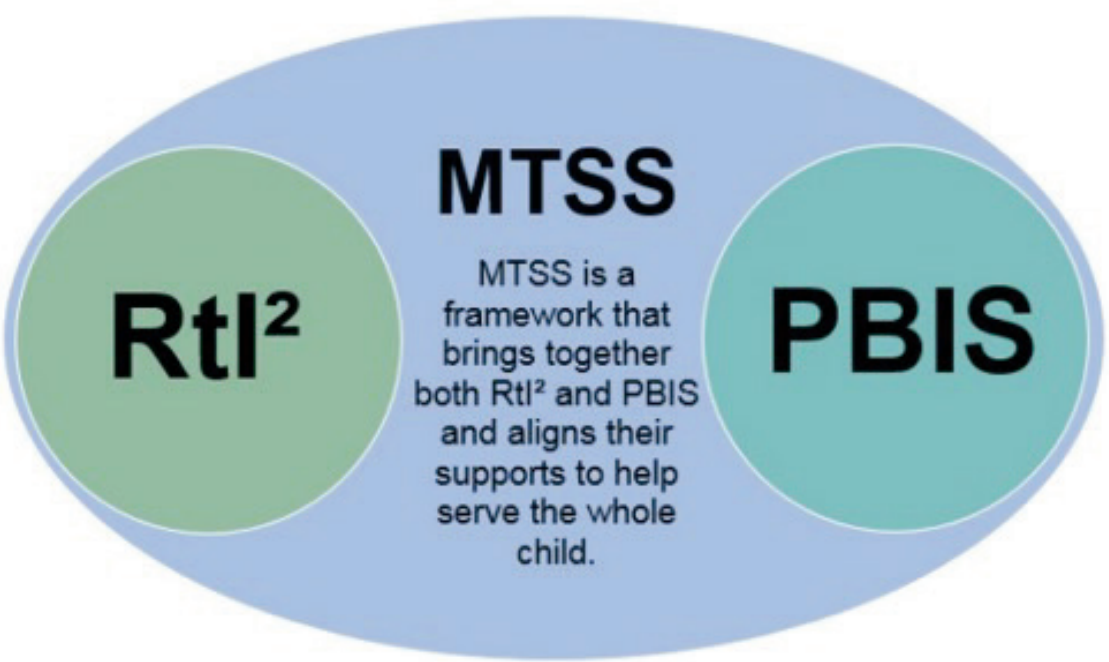
Altus Schools' **Multi-Tiered System of Support (MTSS)** is **one** system that supports the whole child. MTSS focuses on aligning initiatives and resources to address the needs of all students. It is a comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students[1].

Altus Schools' MTSS is designed to provide an effective framework that guides all decisions, practices, and policies according to equity[2]:

- Removing the predictability of success and failure that currently correlates with any social or cultural factors.
- Interrupting inequitable practices, examining biases, and creating inclusive school environments for all.
- Discovering and cultivating the unique gifts, talents, and interests that every human possesses.

Characteristics of MTSS:

- Utilizes regular progress monitoring to inform and make decisions about changes.
- Establishes a system of prevention by anticipating students' and educators' needs to be able to address the range of diverse students in the school setting.
- A method of organization that encompasses RtI and PBIS, and systematically addresses support for all students.



[1]Modeled after California Department of Education (CDE) recommendations for a successful MTSS.

[2]The school's MTSS has been influenced by tenets of equity and evidence-based strategies provided by the San Diego County Office of Education.

TIER 1 • All Students

Universal / Comprehensive Strategies, Interventions, and Supports

Academic	Behavior	Social-Emotional

• Pathways Personalized Education Plan (PPEP)
• Altus Connect Program – Chromebook and internet services
• College and Career Pathways:
  ◦ Four-Year College and University
  ◦ Community College
  ◦ Military
  ◦ Career
• Early College Credit Program
• Blended Learning
• Small group tutoring
• Individualized and personalized instruction
• Universal Design Learning Curriculum
• Virtual Reality learning experiences
• Designated and Integrated ELD instruction for all English Learner students
• TK–5 dyslexia screening instruments (Multitudes & Amira Learning)
• School Pathways Student and Parent Portal
• Altus Math Resource Site for students, parents, and family members
• Data Integration Systems:
  ◦ NWEA – diagnostic and growth assessments
  ◦ Renaissance Learning – instructional data warehouse of assessments and data
  ◦ College and Career Planning Tools
  ◦ Ellevation – progress monitoring system for English Learner and RFEP students
	• Altus Schools Mental Health and Wellness Hub
	• Character and Leadership Development Program with Cadet Corps
	• Meal Program
	• Supervised learning environment
	• Small learning communities
	• Flexible scheduling and seating
	• AI Ethical and Responsible Use Lessons
	• Regular progress reporting to parents, caregivers, and family members
	• Behavior conferences, including teacher, student, parent, and family member
	• Home and/or work visits
	• Review of annual school paperwork:
	  ◦ Student & Parent Handbook
	  ◦ Master Agreement & Acknowledgment of Responsibilities
	  ◦ Academic Integrity Protocols
	• Contact Manager and Monthly Storybook monitoring and intervention
	• Healthy Youth Department:
	  ◦ Specialized Instructional Staff
	  ◦ School Nurses
	  ◦ Healthy Youth School Therapists
	  ◦ Student Access & Support Services Administrator
	• Culturally and linguistically responsive instructional strategies
		• Altus Schools Mental Health and Wellness Hub
		• Youth Mental Health First Aid Training certification for instructional staff
		• Implementation of Trauma Informed Practices to support mental health needs
		• Annual staff training on suicide prevention and intervention
		• Human Trafficking School Safety Protocol
		• Review of PPEP Needs Assessment results upon enrollment to identify need for school and community resources
		• Intake Survey
		• Suicide Intervention/Prevention Protocols
		• Character and Leadership Development Program with Cadet Corps
		• Resilience in Students & Education (RISE) Series
		• Utilization of SEL instructional resources
		• Mental health online coaching application systems
		• Family Learning Series
		• Access to Mental Health Bi-annual Parent Notifications
		• Promotion of Parent Education Opportunities via Parent Square
		• Administration of California Healthy Kids Survey (CHKS) to measure school climate needs and inform programs
		• Staff training on contemporary topics impacting youth wellness (e.g., substance misuse, healthy lifestyle choices, cultural responsiveness)

• Annual school events:
  ◦ Open House Events
  ◦ Senior Night Events
  ◦ College and Career Week
  ◦ Wellness Week
  ◦ Workplace Readiness Week
  ◦ Middle School Promotion
  ◦ High School Graduation
• Field trips aligned to student interests, curriculum topics, and individual student college/career plans
• Family Learning Series: training and education designed for parents and family members
• Annual GATE assessment opportunities for grades 2–5, 7, and 9
• Culturally and linguistically responsive instructional strategies
		• Universal mental health screening
		• Calming Carts with self-regulation tools

TIER 2 • Some Students

Targeted / Supplemental Strategies, Interventions, and Supports

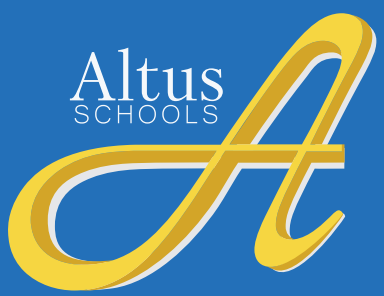
Academic	Behavior	Social-Emotional
• Intervention Counselor Conference • AVID instructional strategies that promote student engagement and academic confidence • Supplemental academic tutoring programs • IXL Math to rapidly develop student math skills • Desmos Math Classroom platform for small group instruction • Achieve 3000 to increase literacy skills • Empower ELA and Math support electives • BrainPOP tutorials to support student comprehension of course content • Khan Academy, instructional tutorials, and interactive activities	• Intervention Counselor Conference • Behavior Intervention Plan • AI Ethical and Responsible Use Protocols • Community-based partnerships to support student needs • Recommendation to participate in Service Learning and/or Work Experience • Student mentoring opportunities • Student Study Team (SST) • 504 Plan • Homeless & Foster Youth Liaison Case Management	• Intervention Counselor Conference • AVID social-emotional curriculum • Community-based partnerships to support student needs • SEL Instruction: RISE Series • Utilization of SEL Curriculum • Utilization of Life Skills related courses • Student Study Team (SST) • 504 Plan • Homeless & Foster Youth Liaison Case Management • Mental health online coaching application systems • Healthy Youth School Therapist referral for short-term counseling • School Nurse outreach and support for pregnant/parenting students

• Utilization of Strategies for Academic Success curriculum • Refinement of GATE plan if applicable • Incorporation of Prescriptive Testing (PT) coursework to increase motivation and credit completion for qualifying students • Student Study Team (SST) • 504 Plan • Homeless & Foster Youth Liaison Case Management		

TIER 3 • Few Students

Intensive Strategies, Interventions, and Supports

Academic	Behavior	Social-Emotional
• Intervention Lead Conference • Individualized math and writing intervention and tutoring • Literacy groups • Ascend literacy intervention for Students with Disabilities	• Intervention Lead Conference • Community Assessment Team (CAT) Program Referral • Bus Pass Program for qualifying students • Healthy Youth Therapist Referral for individual counseling	• Intervention Lead Conference • Community Assessment Team (CAT) Program Referral • Healthy Youth Therapist Referral for individual counseling • Crisis response protocols



10170 Huennekens Street, San Diego, CA 92121 ● (858) 678-2020 ● www.altus4u.com

APPENDIX DD

PROOF OF 501 (C)(3) CORPORATION

RECEIVED AUG 0 8 2023

Department of the Treasury
Internal Revenue Service
Tax Exempt and Government Entities
PO Box 2508
Cincinnati, OH 45201

Date:
July 31, 2023
Employer ID number:
68-0463603
Form 990 required:
Yes
Person to contact:
Name: Mr. Scheuerle
ID number: 1000195228

ALTUS SCHOOLS SOUTHERN CALIFORNIA
% LYNNE H ALIPIO CBO & CFO
10170 HUENNEKENS ST
SAN DIEGO, CA 92121

Dear Sir or Madam:

We're responding to your request dated June 26, 2023, about your tax-exempt status.

We issued you a determination letter in October 2002, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c)(3).

We also show you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC Sections 509(a)(1) and 170(b)(1)(A)(vi).

Donors can deduct contributions they make to you as provided in IRC Section 170. You're also qualified to receive tax-deductible bequests, legacies, devises, transfers, or gifts under IRC Sections 2055, 2106, and 2522.

In the heading, we indicated whether you must file an annual information return. If you're required to file a return, you must file one of the following by the 15th day of the 5th month after the end of your annual accounting period.

- Form 990, Return of Organization Exempt From Income Tax
- Form 990-EZ, Short Form Return of Organization Exempt From Income Tax
- Form 990-N, Electronic Notice (e-Postcard) for Tax-Exempt Organizations Not Required to File Form 990 or Form 990EZ
- Form 990-PF, Return of Private Foundation or Section 4947(a)(1) Trust Treated as Private Foundation

According to IRC Section 6033(j), if you don't file a required annual information return or notice for 3 consecutive years, we'll revoke your tax-exempt status on the due date of the 3rd required return or notice.

You can get IRS forms or publications you need from our website at www.irs.gov/forms-pubs or by calling 800-TAX-FORM (800-829-3676).

If you have questions, call 877-829-5500 between 8 a.m. and 5 p.m., local time, Monday through Friday (Alaska and Hawaii follow Pacific time).

Thank you for your cooperation.

Sincerely,

Stephen A. Martin
Director, Exempt Organizations
Rulings and Agreements

Letter 4168 (Rev. 9-2020)
Catalog Number 66666G

APPENDIX EE

WORK EXPERIENCE APPROVAL LETTER

CALIFORNIA DEPARTMENT OF EDUCATION

TONY THURMOND
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

January 27, 2024

Cathryn Rambo,
Administrator Curriculum, Professional Learning, and Accreditation
Audeo Charter School II
2525 El Camino Real , Suite 156
Carlsbad, CA 92008

Dear Cathryn,

The Secondary District Plan for Work Experience Education (WEE) is approved. The administrator and the Work Experience Education teacher in your local educational agency are responsible for meeting the standards outlined in the Plan. This includes teaching the classroom component, establishing partnerships with employers and visiting jobsites, evaluating students and maintaining records as well as applying the criteria for granting credit as described in the Plan for each semester. The WEE teacher/coordinator and the administration should make sure that all applicable child labor laws and Education Code are followed so as to remain in compliance and prepared for Labor Commission and/or California Department of Education inspections.

This plan will remain in force until the next renewal occurs (normally every three years).

Sincerely,

Erle Hall

Erle Hall, M.S.
CTE Leadership Office
Career and College Transition Division

APPENDIX FF

ELEMENTARY SCHOOL SAMPLE CURRICULUM SCOPE AND SEQUENCE

Scope, Sequence & Assignments – English Language Arts Grade 3

Discipline: English Language Arts

Grade Level: 3rd

Title of Course: ELA 3

Scope of Course: Full Year (2 semesters)

Common Core State Standards: English Language Arts Grade 3

Textbook & Materials: Savvas MyView Literacy Grade 3

Overview

In this year-long course, students explore themes such as environments, interactions, heroes, events, and solutions. Essential questions drive inquiry and connect reading, writing, speaking, and listening. Instruction integrates literature, informational texts, writing projects, vocabulary, and collaborative discussions, aligned with California Common Core Standards.

Objectives

1. Students will analyze and comprehend a variety of literary and informational texts.
2. Students will write narratives, informational, and opinion pieces using grade-level conventions.
3. Students will develop vocabulary and language skills through word study and context.
4. Students will participate in collaborative discussions and present research findings.
5. Students will connect reading and writing to real-world topics and cross-curricular themes.

Modules & Assignments

Unit 1: Environments

Cross-Curricular Focus: Social Studies (Geography)

Essential Question: How does our environment affect us?

Unit Goals:

- Determine how environments affect people and cultures.
- Understand elements of traditional tales.
- Write a personal narrative using elements of narrative text.

Assignments:

- Lesson 1.1: Analyze plot and setting in traditional tales (“Grandma and the Great Gourd”).
- Lesson 1.2: Infer theme in folktales (“Why the Sky Is Far Away”).
- Lesson 1.3: Character analysis in realistic fiction (“Cocoliso”).
- Lesson 1.4: Analyze text features in informational text (“Living in the Deserts”).
- Lesson 1.5: Analyze descriptive language in myths (“The Golden Flower”).
- Lesson 1.6: Project-Based Inquiry—Research and write an opinion letter to improve a local park/playground.

[CA State CCSS Standards Grade 3]

(CCSS: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.7, RI.3.4, RI.3.7, RI.3.9, RF.3.3.a, RF.3.3.c, RF.3.3.d, RF.3.4, RF.3.4.a, RF.3.4.b, RF.3.4.c, W.3.1.a, W.3.1.d, W.3.3, W.3.3.a, W.3.3.b, W.3.3.c, W.3.3.d, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1.a, SL.3.1.b, SL.3.1.c, SL.3.3, SL.3.4, SL.3.6, SL.3.2, L.3.1, L.3.1.d, L.3.1.e, L.3.1.f, L.3.1.g, L.3.1.i, L.3.2.c, L.3.2.e, L.3.2.f, L.3.3, L.3.3.a, L.3.3.b, L.3.4, L.3.4.a, L.3.5, L.3.5.a, L.3.6)

Unit 2: Interactions

Cross-Curricular Focus: Science (Life Science)

Essential Question: How do plants and animals live together?

Unit Goals:

- Investigate relationships between plants and animals in nature.
- Understand different types of instructional text and understand their elements.
- Use elements of an informational text to write a how-to-article.

Assignments:

- Lesson 2.1: Identify main idea and details in informational text ("Patterns in Nature").
- Lesson 2.2: Analyze text structure ("Weird Friends").
- Lesson 2.3: Synthesize information from illustrations ("Wolf Island").
- Lesson 2.4: Compare and contrast persuasive texts ("Welcome Back, Wolves!").
- Lesson 2.5: Explain author's purpose in informational text ("Nature's Patchwork Quilt").
- Lesson 2.6: Project-Based Inquiry—Research and create a scrapbook about plant and animal relationships.

[CA State CCSS Standards Grade 3]

(CCSS: RL.3.1, RL.3.7, RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.9, RI.3.10, RF.3.3, RF.3.3.c, RF.3.4, RF.3.4.a, RF.3.4.b, W.3.1, W.3.1.a, W.3.2, W.3.2.a, W.3.2.b, W.3.2.c, W.3.2.d, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.1.a, SL.3.1.b, SL.3.1.c, SL.3.1.d, SL.3.2, SL.3.3, L.3.1, L.3.1.a, L.3.1.b, L.3.1.f, L.3.1.h, L.3.1.i, L.3.2.a, L.3.2.d, L.3.2.f, L.3.4, L.3.4.a, L.3.4.b, L.3.4.c, L.3.4.d, L.3.5, L.3.5.a, L.3.5.b, L.3.5.c, L.3.6)

Unit 3: Heroes

Cross-Curricular Focus: Humanities (Arts & Literature)

Essential Question: What makes a hero?

Unit Goals:

- Collaborate with others to define heroism.
- Read historical fiction and understand its elements.
- Write a historical fiction story using elements of narrative text.

Assignments:

- Lesson 3.1: Analyze plot and setting in historical fiction ("Below Deck: A Titanic Story").
- Lesson 3.2: Analyze characters and connections ("Granddaddy's Turn: A Trip to the Ballot Box").
- Lesson 3.3: Infer theme and use hyperbole ("Little House on the Prairie").

- Lesson 3.4: Summarize informational text and analyze voice (“Mama Miti: Wangari Maathai and the Trees of Kenya”).
- Lesson 3.5: Explain poetic characteristics (“Poems About Heroes”).
- Lesson 3.6: Project-Based Inquiry—Write and present an opinion speech about heroism.

[CA State CCSS Standards Grade 3]

(CCSS**:** RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.7, RL.3.9, RL.3.10, RI.3.1, RI.3.2, RI.3.5, RI.3.9, RI.3.10, RF.3.3, RF.3.3.a, RF.3.4, RF.3.4.a, RF.3.4.b, W.3.1, W.3.1.a, W.3.1.b, W.3.1.c, W.3.1.d, W.3.3, W.3.3.a, W.3.3.b, W.3.3.c, W.3.3.d, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.1.a, SL.3.1.b, SL.3.1.c, SL.3.1.d, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6, L.3.1, L.3.1.a, L.3.1.d, L.3.1.e, L.3.1.f, L.3.1.i, L.3.2, L.3.2.c, L.3.2.d, L.3.2.e, L.3.2.f, L.3.4.a, L.3.4.b, L.3.4.d, L.3.5, L.3.5.a)

Unit 4: Events

Cross-Curricular Focus: Social Studies (History)

Essential Question: How do communities change over time?

Unit Goals:

- Collaborate with others to determine how communities change over time.
- Understand biography and understand its elements.
- Use elements of opinion writing to write an opinion essay.

Assignments:

- Lesson 4.1: Analyze text structure in biography (“The House That Jane Built”).
- Lesson 4.2: Identify main idea and key details (“Frederick Douglas”).
- Lesson 4.3: Explain author’s purpose and use tone (“Milton Hershey: Chocolate King, Town Builder”).
- Lesson 4.4: Distinguish viewpoint in narrative nonfiction (“Green City”).
- Lesson 4.5: Identify play elements in drama (“Grace and Grandma”).
- Lesson 4.6: Project-Based Inquiry—Research and create a poster showing community change.

[CA State CCSS Standards Grade 3]

(CCSS**:** RL.3.1, RL.3.4, RL.3.5, RL.3.10, RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.9, RI.3.10, RF.3.3, RF.3.3.a, RF.3.3.b, RF.3.4, RF.3.4.a, RF.3.4.b, RF.3.4.c, W.3.1, W.3.1.a, W.3.1.b, W.3.1.c, W.3.1.d, W.3.2, W.3.2.b, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.1.a, SL.3.1.b, SL.3.1.c, SL.3.1.d, SL.3.2, SL.3.3, SL.3.4, L.3.1, L.3.1.a, L.3.1.g, L.3.2, L.3.2.d, L.3.2.e, L.3.2.f, L.3.2.g, L.3.4.a, L.3.4.b, L.3.4.c, L.3.5, L.3.5.a, L.3.5.b)

Unit 5: Solutions

Cross-Curricular Focus: Science (Earth Science)

Essential Question: How does the world change us?

Unit Goals:

- Determine how the environment challenges us.
- Understand different types of informational texts and understand their elements.
- Use knowledge of the sound and shape of poetry to write a poem.

Assignments:

- Lesson 5.1: Analyze text features in informational text (“Deep Down and Other Extreme Places to Live”).
- Lesson 5.2: Synthesize information in informational text (“Earthquakes, Eruptions, and Other Events that Change Earth”).
- Lesson 5.3: Analyze text structure in procedural text (“A Safety Plan: In Case of Emergency”).
- Lesson 5.4: Analyze point of view in historical fiction (“Nora’s Ark”).
- Lesson 5.5: Infer theme in traditional tales (“Aesop’s Fox”).
- Lesson 5.6: Project-Based Inquiry—Write a travel brochure about a place affected by a natural disaster.

[CA State CCSS Standards Grade 3]

(CCSS: RF.3.3, RF.3.3.a, RF.3.3.c, RF.3.3.d, RF.3.4, RF.3.4.a, RF.3.4.b, RL.3.1, RL.3.2, RL.3.3, RL.3.6, RI.3.1, RI.3.2, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.10, W.3.1, W.3.1.b, W.3.4,

W.3.5, W.3.6, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.1.a, SL.3.1.b, SL.3.1.c, SL.3.1.d, SL.3.3, SL.3.4, SL.3.5, SL.3.6, L.3.1, L.3.1.a, L.3.1.c, L.3.1.f, L.3.1.g, L.3.1.h, L.3.1.i, L.3.2.b, L.3.2.c, L.3.3, L.3.3.a, L.3.5.a, L.3.5.c, L.3.6)

Scope, Sequence & Assignments – 3rd Grade Mystery Science

Discipline: Science

Grade Level: 3rd

Title of Course: Mystery Science Grade 3

Scope of Course: Full Year (2 semesters)

Standards: Next Generation Science Standards (NGSS) for Grade 3

Textbook & Materials: Mystery Science (Online Platform), Hands-on Materials per Lesson

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Course Overview:

In this year-long course, students will explore foundational science concepts through hands-on investigations, engaging videos, and collaborative activities. The curriculum is organized into five major units: Fossils & Changing Environments, Life Cycles, Heredity, Survival & Selection, Weather & Climate, and Forces, Motion & Magnets. Each unit is designed to spark curiosity, develop scientific thinking, and build skills in observation, analysis, and communication.

Unit 1: Fossils & Changing Environments (Animals Through Time)

NGSS Performance Expectations: 3-LS4-1

Unit Overview:

Students develop an understanding of how animals and their environments have changed through time. Fossils provide a window into the animals and habitats of the past.

Objectives:

1. Analyze and interpret data from fossils to provide evidence of organisms and environments long ago.
2. Model fossil digs and compare traits of living and extinct animals.
3. Use mathematics and measurement to interpret fossil evidence.

Assignments:

- **Lesson 1:** Where can you find whales in a desert? (Habitats, Fossils, & Environments Over Time)

- **Lesson 2:** How do we know what dinosaurs looked like? (Fossil Evidence & Dinosaurs)
- **Lesson 3:** Can you outrun a dinosaur? (Fossil Evidence, Trace Fossils, & Animal Behavior)
- **Unit Assessment:** 3D Assessment

Unit 2: Life Cycles (Circle of Life)

NGSS Performance Expectations: 3-LS1-1, 3-LS4-4, 3-5-ETS1-2

Unit Overview:

Students compare and contrast the life cycles of animals and plants, create models, and explore how life cycles help solve environmental problems.

Objectives:

1. Develop models to describe unique and diverse life cycles.
2. Make claims about solutions to environmental changes affecting organisms.
3. Investigate pollination, plant reproduction, and diversity among flowering plants.

Assignments:

- **Lesson 1:** How is your life like an alligator's life? (Animal Life Cycles)
- **Lesson 2:** What's the best way to get rid of mosquitoes? (Environmental Change & Engineering)
- **Lesson 3:** Why do plants grow flowers? (Pollination & Plant Reproduction)
- **Lesson 4:** Why do plants give us fruit? (Fruit, Seeds, & Plant Reproduction)
- **Lesson 5:** Why are there so many different kinds of flowers? (Plant Life Cycles)
- **Unit Assessment:** 3D Assessment

Unit 3: Heredity, Survival & Selection (Fates of Traits)

NGSS Performance Expectations: 3-LS3-1, 3-LS3-2, 3-LS4-2, 3-LS4-3, 3-LS2-1

Unit Overview:

Students explore inherited and acquired traits, analyze trait variation, and examine how environments affect traits and survival.

Objectives:

1. Analyze and interpret data to provide evidence of inherited traits and trait variation.
2. Construct explanations for how trait variations provide survival advantages.
3. Use evidence to support explanations of environmental influences on traits.

Assignments:

- **Lesson 1:** How do you identify a mysterious fruit? (Traits & Inheritance)
- **Lesson 2:** What do dogs and pigeons have in common? (Trait Variation, Inheritance, & Artificial Selection)
- **Lesson 3:** How could a lizard's toes help it survive? (Trait Variation, Survival, & Natural Selection)
- **Lesson 4:** Why do dogs wag their tails? (Animal Groups & Survival)
- **Lesson 5:** How long can people (and animals) survive in outer space? (Traits & Environmental Variation)
- **Unit Assessment:** 3D Assessment

Unit 4: Weather & Climate (Stormy Skies)

NGSS Performance Expectations: 3-ESS2-1, 3-ESS2-2, 3-ESS3-1, 3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3

Unit Overview:

Students explore weather and climate patterns, make predictions, and design solutions to reduce the impacts of severe weather.

Objectives:

1. Represent data to describe typical weather conditions.
2. Obtain and combine information to describe climates in different regions.
3. Make claims about design solutions that reduce impacts of weather-related hazards.

Assignments:

- **Lesson 1:** Where do clouds come from? (Water Cycle & Phases of Matter)

- **Lesson 2:** How can we predict when it's going to storm? (Local Weather Patterns & Weather Prediction)
- **Lesson 3:** Where's the best place to build a snow fort? (Seasonal Weather Patterns)
- **Lesson 4:** Why are some places always hot? (Climate & Global Weather Patterns)
- **Lesson 5:** How can you keep a house from blowing away in a windstorm? (Natural Hazards & Engineering)
- **Unit Assessment:** 3D Assessment

Unit 5: Forces, Motion & Magnets (Invisible Forces)

NGSS Performance Expectations: 3-PS2-1, 3-PS2-2, 3-PS2-3, 3-PS2-4, 3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3

Unit Overview:

Students investigate balanced and unbalanced forces, bridge structures, gravity, friction, and magnetic forces. They design solutions to everyday problems using their knowledge of these forces.

Objectives:

1. Plan and conduct investigations on balanced and unbalanced forces.
2. Make observations and measurements to provide evidence of motion patterns.
3. Ask questions to determine cause and effect relationships of magnetic interactions.
4. Define and solve design problems using scientific ideas about magnets.

Assignments:

- **Lesson 1:** How could you win a tug-of-war against a bunch of adults? (Balanced & Unbalanced Forces)
- **Lesson 2:** What makes bridges so strong? (Balanced Forces & Engineering)
- **Lesson 3:** How high can you swing on a flying trapeze? (Patterns of Motion, Gravity, & Friction)
- **Lesson 4:** What can magnets do? (Magnets & Forces)
- **Lesson 5:** How can you unlock a door using a magnet? (Magnets & Engineering)
- **Unit Assessment:** 3D Assessment

Scope, Sequence & Assignments – 3rd Grade Social Studies

Discipline: Social Studies

Grade Level: 3rd

Scope of Course: Full Year (2 semesters)

Standards: California Social Studies Standards (Grade 3)

Unit 1: Inquiry

Standards: 3.1

Students begin the year by learning how to be social studies investigators. They practice asking questions, finding and using sources, examining evidence, and communicating what they discover. Lessons encourage students to take action and conduct their own inquiry projects.

Lessons:

1. Developing Inquiry – Learn how to ask meaningful questions about your community and history.
2. Sources – Discover different types of sources (books, photos, interviews) and how to use them.
3. Examining Evidence and Communicating Conclusions – Practice looking at evidence and sharing what you find.
4. Taking Action – Explore ways to make a difference based on what you learn.
5. Engage in Your Own Inquiry – Choose a topic and investigate it using your new skills.

Unit 2: Geography of the Local Region

Standards: 3.1, 3.1.1, 3.1.2

This unit explores the physical and human geography of California and your local area. Students use maps, charts, and photographs to organize information about people and places. They learn about landforms, natural resources, and how people have changed the environment.

Lessons:

6. Themes of Geography – Understand the big ideas that help us study places and people.
7. Think Like a Geographer – Practice observing and describing your surroundings.
8. Map Skills – Learn how to read and create maps.
9. Natural Features and Landforms of California – Explore mountains, valleys, deserts, and coasts.
10. Natural Features and Landforms: Oceans and Deserts – Focus on California's oceans and deserts.
11. California's Natural Regions Today – Compare different regions and how they look now.
12. Migrations – Discover how and why people move from place to place.
13. Water Is a Natural Resource – Learn about the importance of water in California.
14. Engage in Your Own Inquiry – Investigate a geography topic of your choice.

Unit 3: American Indians of the Local Region

Standards: 3.1, 3.2, 3.2.1, 3.2.2, 3.2.3, 3.2.4

Students study the history and culture of American Indian nations in California. They learn about traditions, beliefs, and how geography influenced daily life. Lessons include how tribes governed themselves and interacted with newcomers.

Lessons:

15. The Chumash – Explore the culture, beliefs, and history of the Chumash people.
16. Adapting to the Region – Learn how American Indians used local resources for food, clothing, and shelter.
17. The Maidu – Discover the traditions and community life of the Maidu people.
18. The Yurok – Study the Yurok's way of life along rivers and the coast.
19. Engage in Your Own Inquiry – Research an American Indian nation or topic that interests you.

Unit 4: Community Changes Over Time

Standards: 3.3, 3.3.1, 3.3.2, 3.3.3, 3.4, 3.4.1-3.4.5, 3.5.1-3.5.4

This unit helps students understand how communities grow and change. They use timelines, charts, and maps to organize historical events. Lessons cover explorers, settlers, economic changes, and how land use, transportation, and energy have evolved.

Lessons:

20. Timelines – Create and interpret timelines to understand history.
21. Using Charts, Maps, and Data – Analyze information to see how communities change.
22. Communities Over Time – Explore how your community has changed through history.
23. Land Use Over Time – Study how people have used and changed the land.
24. Producers and Consumers – Learn about making, buying, and selling goods.
25. Community Interdependence – Discover how people and businesses depend on each other.
26. Transportation Over Time – See how travel and movement have changed.
27. Energy Over Time – Explore how people have used energy in the past and present.
28. Eyewitness to Change Over Time – Read or listen to stories from people who saw changes happen.

Unit 5: Civics and Government

Standards: 3.1, 3.4, 3.4.1-3.4.6

Students learn about rules, laws, and the structure of government. They study important documents, symbols, and holidays, and learn about citizenship and the role of American Indian tribes and local government.

Lessons:

29. Important Documents – Study the Constitution, Declaration of Independence, and other key documents.
30. American Government – Learn about how the government works and why it's important.

31. American Holidays and Symbols – Explore the meaning of national holidays and symbols.
32. U.S. Government – Understand the three branches of government and their roles.
33. Tribal and State Government – Learn about tribal governments and how they work with states.
34. Local Government – Discover how your city or town is governed.
35. Engage in Your Own Inquiry – Investigate a civics or government topic of your choice.

Scope, Sequence & Standards Alignment – 3rd Grade Math (Math in Focus)

Discipline: Mathematics

Grade Level: 3rd

Course Title: Math in Focus – Singapore Math

Scope of Course: Full Year (2 semesters)

Standards: Common Core State Standards for Mathematics (Grade 3)

Course Overview

Math in Focus Grade 3 develops students' mathematical understanding through hands-on activities, visual models, and problem solving. The curriculum is organized into chapters covering numbers and operations, mental math, estimation, addition, subtraction, multiplication, division, bar models, money, measurement, time, temperature, geometry, fractions, and data. Each chapter is aligned to specific Common Core standards and includes opportunities for practice, reasoning, and real-world application.

Chapter 1: Numbers to 10,000

Students build place value understanding, read and write numbers to 10,000, compare and order numbers, and use number patterns.

Lessons:

- Counting (base-ten blocks, counting by ones/tens/hundreds/thousands)
- Place Value (charts, strips, base-ten blocks)
- Comparing and Ordering Numbers (using place value, number lines, patterns)

Standards Alignment:

CCSS: 3.NBT.1, 3.NBT.2

Chapter 2: Mental Math and Estimation

Students use mental strategies for addition and subtraction, rounding, and estimation.

Lessons:

- Mental Addition (add tens/ones, strategies)

- Mental Subtraction (subtract tens/ones, strategies)
- More Mental Addition (hundreds, strategies)
- Rounding Numbers to Estimate (rounding 3- and 4-digit numbers)
- Using Front-End Estimation (leading digits, reasonableness)

Standards Alignment:

CCSS: 3.NBT.1, 3.NBT.2

Chapter 3: Addition up to 10,000

Students use strategies and algorithms to add within 10,000, including regrouping.

Lessons:

- Addition Without Regrouping (base-ten blocks, place-value charts)
- Addition with Regrouping in Hundreds (regrouping, missing digits)
- Addition with Regrouping in Ones, Tens, and Hundreds (multiple regrouping)

Standards Alignment:

CCSS: 3.NBT.2

Chapter 4: Subtraction up to 10,000

Students use strategies and algorithms to subtract within 10,000, including regrouping and subtracting across zeros.

Lessons:

- Subtraction Without Regrouping (base-ten blocks, place-value charts)
- Subtraction with Regrouping in Hundreds and Thousands
- Subtraction with Regrouping in Ones, Tens, Hundreds, and Thousands
- Subtraction Across Zeros

Standards Alignment:

CCSS: 3.NBT.2

Chapter 5: Using Bar Models – Addition and Subtraction

Students use bar models to solve real-world addition and subtraction problems.

Lessons:

- Real-World Problems: Addition and Subtraction (two-step problems, patterns)

Standards Alignment:

CCSS: 3.OA.8

Chapter 6: Multiplication Tables of 6, 7, 8, and 9

Students master multiplication tables and related division facts.

Lessons:

- Multiplication Properties (number lines, commutative/associative properties)
- Multiply by 6, 7, 8, 9 (array models, area models, finger counting)
- Division: Finding the Number of Items in Each Group
- Division: Making Equal Groups

Standards Alignment:

CCSS: 3.OA.1, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.6, 3.OA.7, 3.OA.9, 3.NBT.3

Chapter 7: Multiplication

Students multiply mentally and with/without regrouping, using base-ten blocks and place-value charts.

Lessons:

- Mental Multiplication (ones, tens, hundreds)
- Multiplying Without Regrouping (2- and 3-digit numbers)
- Multiplying Ones, Tens, and Hundreds with Regrouping (multiple regrouping)

Standards Alignment:

CCSS: 3.OA.1, 3.OA.3, 3.OA.7

Chapter 8: Division

Students divide mentally, with/without remainders, and with regrouping.

Lessons:

- Mental Division (related multiplication facts)

- Quotient and Remainder (dividing equally, with remainder)
- Odd and Even Numbers (identifying, dividing by 2)
- Division Without Remainder and Regrouping (partial products)
- Division with Regrouping in Tens and Ones

Standards Alignment:

CCSS: 3.OA.2, 3.OA.4, 3.OA.6, 3.OA.7

Chapter 9: Using Bar Models – Multiplication and Division

Students use bar models to solve multiplication and division word problems.

Lessons:

- Real-World Problems: Multiplication (one-step)
- Real-World Problems: Two-Step Problems with Multiplication
- Real-World Problems: Division (one-step)
- Real-World Problems: Two-Step Problems with Division

Standards Alignment:

CCSS: 3.OA.8

Chapter 10: Money

Students count, add, and subtract money, and solve real-world money problems.

Lessons:

- Addition (dollars and cents, number bonds, strategies)
- Subtraction (dollars and cents, number bonds, strategies)
- Real-World Problems: Money (bar models)

Standards Alignment:

CCSS: 3.MD.1, 3.MD.2

Chapter 11: Metric Length, Mass, and Volume

Students measure length, mass, and volume using metric units.

Lessons:

- Meters and Centimeters (conversion, estimation)
- Kilometers and Meters (conversion, estimation)
- Kilograms and Grams (conversion, estimation)
- Liters and Milliliters (capacity, conversion, estimation)

Standards Alignment:

CCSS: 3.MD.2, 3.MD.4

Chapter 12: Real-World Problems – Measurement

Students solve one- and two-step measurement problems using bar models.

Lessons:

- Real-World Problems: One-Step Problems
- Real-World Problems: Two-Step Problems

Standards Alignment:

CCSS: 3.MD.2, 3.MD.4

Chapter 13: Bar Graphs and Line Plots

Students collect, represent, and interpret data using bar graphs and line plots.

Lessons:

- Making Bar Graphs with Scales (vertical/horizontal, surveys)
- Reading and Interpreting Bar Graphs
- Line Plots (organizing data, tally charts)

Standards Alignment:

CCSS: 3.MD.3, 3.MD.4

Chapter 14: Fractions

Students develop understanding of fractions, equivalent fractions, comparing fractions, and fractions as sets.

Lessons:

- Understanding Fractions (unit/non-unit, numerator/denominator)

- Understanding Equivalent Fractions (models, number lines)
- More Equivalent Fractions (multiplication/division, simplest form)
- Comparing Fractions (pictures, number lines, models)
- Fractions as a Whole or Set (part of a set, adding/subtracting like fractions)

Standards Alignment:

CCSS: 3.NF.1, 3.NF.2, 3.NF.3

Chapter 15: Customary Length, Weight, and Capacity

Students measure length, weight, and capacity using customary units.

Lessons:

- Measuring Length (inches, feet, yards, miles)
- Measuring Weight (ounces, pounds, tons)
- Measuring Capacity (cups, pints, quarts, gallons)

Standards Alignment:

CCSS: 3.MD.2

Chapter 16: Time and Temperature

Students tell time, convert hours/minutes, add/subtract time, find elapsed time, and measure temperature.

Lessons:

- Telling Time (nearest minute)
- Converting Hours and Minutes
- Adding/Subtracting Hours and Minutes
- Elapsed Time (timelines, start/end times)
- Measuring Temperature
- Real-World Problems: Time and Temperature

Standards Alignment:

CCSS: 3.MD.1

Chapter 17: Angles and Lines

Students identify and classify angles and lines, including right, perpendicular, and parallel lines.

Lessons:

- Understanding and Identifying Angles (points, lines, segments, angles in shapes)
- Right Angles (identifying, comparing)
- Perpendicular Lines (identifying, real-world objects)
- Parallel Lines (identifying, real-world objects)

Standards Alignment:

CCSS: 3.G.1

Chapter 18: Two-Dimensional Shapes

Students classify polygons, identify congruent figures, and explore symmetry.

Lessons:

- Classifying Polygons (open/closed, quadrilaterals, properties)
- Congruent Figures (slide, flip, turn, geoboards)
- Symmetry (lines of symmetry, folding, computer activities)

Standards Alignment:

CCSS: 3.G.1, 3.G.2

Chapter 19: Area and Perimeter

Students find area and perimeter of plane figures using models, multiplication, and addition.

Lessons:

- Area (square tiles, units, models)
- Square Units (cm^2, in^2, m^2, ft^2)
- Perimeter and Area (rectangles, real-world problems)

Standards Alignment:

CCSS: 3.MD.5, 3.MD.6, 3.MD.7, 3.MD.8

APPENDIX GG

MIDDLE SCHOOL SAMPLE CURRICULUM SCOPE AND SEQUENCE

Scope, Sequence & Assignments- English 8

Discipline: English

Grade level: 8th

Title of course: English 8-1, 8-2

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Common Core State Standards: English 8

Textbook & Materials: California my Perspectives Grade 8 (2021)

Course Overview:

In this two-semester course, the students will explore many concepts, such as growing up, the Holocaust, and human intelligence, to address Essential Questions like, "Are inventions realized through inspiration or perspiration? How do we remember the past?" They will examine reflection questions that activate prior knowledge, personal experiences, and engage them with the required readings. Activities will focus on analysis, making historical connections with classic literature, as well as developing reading, vocabulary, and writing skills that are aligned with the California Common Core Standards. Students will grapple with the themes using a variety of content including poetry, short stories, novel excerpts, videos, and online resources.

This course is required for all students in grade eight. The course content includes the thematic study of literature throughout various genres. Activities interrelate reading, writing, oral communication, and language study, which includes grammar, usage, and standard forms of American English. A variety of writing types are emphasized throughout the course, so students can write and speak using conventions of English grammar and usage correctly.

Scope, Sequence & Assignments- English 8

English 8-1

Module 1: Rites of Passage

Objectives:

1. Students will determine the meanings of words by using the strategies they have learned and by thinking about what they have read.
2. Students will use details from the text to determine the theme or message of a story and explain how characters, setting and plot interact to support and develop the theme.
3. Students will explain how a character's actions can develop the plot and reveal more about the character.
4. Students will use details from the text to determine the theme or message of a story and explain how characters, setting and plot interact to support and develop the theme.
5. Students will figure out the deeper meanings of words and phrases as they are used in a story.
6. Students will show that they understand standard English in their speech and in their writing.
7. Students will explain the difference between active and passive verbs and use them in sentences.
8. Students will use what they know about the English language to write, speak, read, and listen.
9. Students will use verbs in the active and passive voice in their writing to achieve different effects. Students will use the conditional and subjunctive moods to create specific effects in their writing.
10. Students will refer to the text and find specific examples that strongly support their thoughts and inferences about a story.
11. Students will explain how structural differences of two or more texts contribute to their meaning and style.
12. Students will analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.
13. Students will identify several ways to present on a topic and evaluate the advantages and disadvantages of presenting information in various formats.
14. Students will figure out the meanings of words and phrases in a piece of informational text by thinking about how they are used and analyze the impact of the author's word choice on the meaning and tone of the text.
15. Students will use context clues to figure out what words or phrases mean.

16. Students will use verbs in the active and passive voice in their writing to achieve different effects
17. Students will use the conditional and subjunctive moods to create specific effects in their writing.
17. Students will use print and digital reference sources to help them find the pronunciations of words and to clarify meanings and parts of speech for new words or phrases.
18. Students will make a guess about a word or phrase's meaning and then check their understanding using reference materials.

Assignments:

- Activity 1.1: Achieve3000 Level Set & 5-Step Article – Complete all activities assigned in the student guide.
- Activity 1.2: "The Medicine Bag" – Complete all activities assigned in the student guide.
- Activity 1.3: "The Medicine Bag" – Complete all activities assigned in the student guide.
- Activity 1.4: "The Medicine Bag" – Complete all activities assigned in the student guide.
- Activity 1.5: "Apache Girl's Rite of Passage" – Complete all activities assigned in the student guide.
- Activity 1.6: Compare and Contrast Paragraph – Complete all activities assigned in the student guide.
- Grade 8 Illuminate Learning Check 1

(CCSS: RL.8.1, 8.2, 8.3, 8.4, 8.5, 8.6; RI.8.4, 8.7; L.8.1.B, 8.3.A-B, 8.4.A-D)

[ELD: Part 1, A, 1, 2, 3; Part 1, B, 5, 6, 7, 8; Part 1 C, 9, 10, 11; Part 2, A, 1, 2; Part 2, B, 3, 4, 5; Part 2, C, 6, 7]

Module 2: The Holocaust

Objectives:

1. Students will figure out the meanings of words and phrases in a piece of informational text by thinking about how they are used and analyze the impact of the author's word choice on the meaning and tone of the text.

2. Students will use various sources to complete short research projects to answer an assigned question or a question they have created themselves. Students will research a topic and develop more related questions about that topic for further exploration.

3. Students will identify several ways to present on a topic and evaluate the advantages and disadvantages of presenting information in various formats.

4. Students will write arguments and use clear reasons and relevant evidence to support their claims.

5. Students will determine if a source is credible and accurate when they gather new information from books or technology. Students will quote or paraphrase from print and digital sources without plagiarizing and correctly site sources within or at the end of their writing.

6. Students will gather evidence from fiction or informational text to support their investigation, thinking and research.

7. Students will show that they understand standard English in their speech and in their writing.

8. Students will explain how a character's actions can develop the plot and reveal more about the character.

9. Students will analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

10. Students will understand and use these verb forms: indicative, imperative, interrogative, conditional and subjunctive.

11. Students will refer to the text and find specific examples that strongly support their thoughts and inferences about a story.

12. Students will use details from the text to determine the theme or message of a story and explain how characters, setting and plot interact to support and develop the theme.

13. Students will explain how a character's actions can develop the plot and reveal more about the character.

Assignments:

- Activity 2.1: *The Diary of Anne Frank* (Background)– Complete all activities assigned in the student guide.
- Activity 2.2: *The Diary of Anne Frank* (Diary entries 1-2) – Complete all activities assigned in the student guide.
- Activity 2.3: *The Diary of Anne Frank* (Play) – Complete all activities assigned in the student guide.
- Activity 2.4: *The Diary of Anne Frank* (Diary entries 3-4) – Complete all activities assigned in the student guide.
- Grade 8 Illuminate Learning Check 2

(CCSS: RL.8.1, 8.2, 8.3, 8.7; RI.8.4, 8.7; W.8.1, 8.7, 8.8, 8.9; L.8.1.A-C)
[ELD: Part 1 A, 3; Part 1, B, 5, 6, 7, 8; Part 1, C, 9, 10, 11; Part 2, A, 1, 2; Part 2 B, 3, 4, 5; Part 2, C, 6, 7]

Module 3: What Matters

Objectives:

1. Students will cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Students will determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Students will determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
4. Students will analyze how a text makes connections among and distinctions between individuals, ideas, or events.
5. Students will analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Assignments:

- Activity 3.1: Speaking Truth to Power – Complete all activities assigned in the student guide.
- Activity 3.2: The Importance of Relevant Representation – Complete all activities assigned in the student guide.
- Activity 3.3: My Personal Narrative Part 1– Complete all activities assigned in the student guide.
- Activity 3.4: My Personal Narrative Part 2 – Complete all activities assigned in the student guide.
- Grade 8 Illuminate Learning Check 3

(CCSS: RI.8.1, 8.2, 8.3, 8.4, 8.5)
[ELD: Part 1, B, 6, 7, 8; Part 2, A, 1, 2]

Module 4: Explanatory Writing

Objectives:

1. Students will show that they understand standard English in their speech and in their writing.
2. Students will show that they know how to write sentences accurately.

3. Students will use context clues to figure out what words or phrases mean.

4. Students will outline and explain specific claims and supportive evidence in an argument. Students will locate and judge arguments or claims in a text and determine whether there is enough relevant evidence to support the argument.

5. Students will analyze two or more texts on the same topic to identify examples of conflicting facts or interpretation.

6. Students will read and understand literary nonfiction at their grade level and above (with help where needed).

7. Students will organize their writing with a clear introduction and use appropriate strategies and formats to help explain and expand their topic. Students will use formatting (ex: headings), graphics (ex: charts & tables) and multimedia to add clarification to their writing.

8. Students will develop a topic using appropriate facts, definitions, details, quotations or other information and examples.

9. Students will use appropriate and different transitions to present clear connections between their ideas and concepts.

10. Students will use precise wording and specific vocabulary to teach others about a topic.

11. Students will establish and maintain a formal style in presenting written information.

12. Students will write a conclusion that follows from and supports the information and explanations they presented.

13. Students will change their way of speaking for a variety of situations and tasks and show that they can use formal English when necessary and appropriate.

14. Students will use what they know about the English language to write, speak, read, and listen.

15. Students will learn and use new vocabulary appropriate for eighth grade. Students will show new knowledge of vocabulary when they think about how words or phrases are important to the meaning or expression.

16. Students will give a presentation that makes claims using relevant evidence, details and reasons while using appropriate eye contact and volume.

17. Students will give a presentation using interesting multimedia and visual displays to strengthen their claims and make their point clearly.

18. Students will use different forms of technology to create and publish their writing and to effectively present the relationship between their ideas and information. Students will use technology to interact and collaborate with others.

Assignments:

- Activity 4.1: Unpacking the Prompt – Complete all activities assigned in the student guide.
- Activity 4.2: Research and Evidence – Complete all activities assigned in the student guide.
- Activity 4.3: Outline and Rough Draft – Complete all activities assigned in the student guide.
- Activity 4.4: Revising/Editing and Final Draft – Complete all activities assigned in the student guide.
- Activity 4.5: Multimedia Presentation – Complete all activities assigned in the student guide.
- Grade 8 Illuminate Learning Check 3
- End of Course Exam – Ask your teacher for Illuminate access code and complete Illuminate Final Exam.

(CCSS: RI.8.8, 8.9, 8.10; W.8.2.A-F, 8.6; SL.8.4, 8.5, 8.6; L 8.1, 8.2, 8.3, 8.4.A, 8.6)
[ELD: Part 1, A, 1, 2, 3; B, 5, 6, 7, 8; C, 9, 10, 11, 12; Part 2, A, 1, 2; B, 3, 4, 5; C, 6, 7]

English 8-2

Module 1: Rites of Passage

Objectives:

1. Students will determine the meanings of words by using the strategies they have learned and by thinking about what they have read.
2. Students will find a central idea of a text and explain how it develops throughout the text, including its relationship to supporting ideas. Students will give an unbiased summary of a piece of informational text.
3. Students will compare and contrast individuals, ideas and events in a text.
4. Students will determine an author's point of view in a piece of informational text and explain how the author acknowledges and responds to others' opinions.
5. Students will determine the meanings of unknown words by using what they know about common Greek and Latin prefixes, suffixes and roots.
6. Students will figure out the meanings of words and phrases in a piece of informational text by thinking about how they are used and analyze the impact of the author's word choice on the meaning and tone of the text.
7. Students will show that they understand standard English in their speech and in their writing.

8. Students will understand and use these verb forms: indicative, imperative, interrogative, conditional and subjunctive.
9. Students will write narratives to develop real or imagined experience or event using effective technique, relevant descriptive details, and well-structured even sequences.
10. Students will use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.
11. Students will with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Assignments:

- Activity 1.1: Achieve3000 Level Set & 5-Step Article – Complete all activities assigned in the student guide.
- Activity 1.2: First Read of "You are the Electric Boogaloo" and "Just Be Yourself"– Complete all activities assigned in the student guide.
- Activity 1.3: Close Read of "You are the Electric Boogaloo" and "Just Be Yourself"– Complete all activities assigned in the student guide.
- Activity 1.4: "You are the Electric Boogaloo" and "Just Be Yourself" cont. – Complete all activities assigned in the student guide.
- Activity 1.5: Write Informal Letter to Future Self: Rough Draft – Complete all activities assigned in the student guide.
- Activity 1.6: Write Informal Letter to Future Self: Final Draft– Complete all activities assigned in the student guide.
- Grade 8 Illuminate Learning Check 1

(CCSS: RI.8.2, 8.3, 8.4, 8.6; W.8.3, 8.3.C, 8.5; L.8.1, 8.1.C, 8.4.B)

[ELD: Part 1, B, 5, 6, 7, 8; C, 9, 10, 11; Part 2, A, 1, 2; B, 3, 4, 5; C, 6, 7]

Module 2: Human Intelligence

Objectives:

1. Students will use commas, ellipses and dashes correctly to show a pause or break in a sentence.

2. Students will use an ellipsis to show that words or phrases have been left out (omitted).

3. Students will understand the slight differences between words with very similar definitions.

4. Students will effectively participate in different types of discussions and with different people about 8th grade topics, texts and issues. Students will build on others' ideas and express their own ideas clearly in discussions with others.

5. Students will identify a purpose behind information presented visually, in numbers or orally and evaluate whether the purpose for presenting information in various formats is motivated by social, commercial or political reasons.

6. Students will give a presentation that makes claims using relevant evidence, details and reasons while using appropriate eye contact and volume.

7. Students will give a presentation using interesting multimedia and visual displays to strengthen claims and make point clearly.

Assignments:

- Activity 2.1: *Theory of Multiple Intelligences* by Howard Gardner– Complete all activities assigned in the student guide.
- Activity 2.2: "The More you Know, the Smarter You Are?" – Complete all activities assigned in the student guide.
- Activity 2.3: "Why Is Emotional Intelligence Important for Teens?" – Complete all activities assigned in the student guide.
- Activity 2.4: Final Project – Complete all activities assigned in the student guide.
- Grade 8 Illuminate Learning Check 2

(CCSS: SL.8.1.A-C, 8.2, 8.4, 8.5; L.8.2.A-B, 8.5.C)
[ELD: Part 1, A, 1, 2, 3; B, 5, 6, 7, 8; C, 9, 10, 11, 12; Part 2, A, 1, 2; B, 3, 4, 5; C, 6, 7]

Module 3: Inventions

Objectives:

1. Students will refer to the text and find specific examples that strongly support my thoughts and inferences about a story.

2. Students will use details from the text to determine the theme or message of a story and explain how characters, setting and plot interact to support and develop the theme.

3. Students will interpret figures of speech (e.g. verbal irony, puns) in context.

4. Students will use the relationship between particular words to better understand each of the words.

5. Students will explain how a character's actions can develop the plot and reveal more about the character.

6. Students will find a central idea of a text and explain how it develops throughout the text, including its relationship to supporting ideas. Students will give an unbiased summary of a piece of informational text.

7. Students will compare and contrast individuals, ideas and events in a text. Students will spell correctly.

8. Students will evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Assignments:

- Activity 3.1: “Uncle Marcos” Mood and Tone – Complete all activities assigned in the student guide.
- Activity 3.2: “Uncle Marcos” Character Study– Complete all activities assigned in the student guide.
- Activity 3.3: Neil deGrasse Tyson Author Study– Complete all activities assigned in the student guide.
- Activity 3.4: Who Really Invented the Light Bulb?– Complete all activities assigned in the student guide.
- Grade 8 Illuminate Learning Check 3

(CCSS: RL.8.1, 8.2, 8.3; RI.8.2, 8.3, 8.7; L.8.2.C, 8.5.A,B)
[ELD: Part 1, B, 6, 7, 8; C, 10, 11, 12; Part 2, A, 1, 2; B, 3, 4, 5; C, 2, 6, 7]

Module 4: Argumentative Writing

Objectives:

1. Students will show that they understand standard English in their speech and in their writing.

2. Students will show that they know how to write sentences accurately.

3. Students will use what they know about the English language to write, speak, read and listen.

4. Students will write arguments and use clear reasons and relevant evidence to support their claims.

5. Students will write a claim and distinguish it from opposing views. Students will logically organize reasons and evidence to support a claim.

6. Students will support their claims with logical reasoning, relevant evidence and appropriate sources to show that they understand the topic.

7. Students will use words, phrases and clauses to show clearly how claims, opposing claims, reasons and evidence fit together.

8. Students will establish and maintain a formal style in presenting their written arguments.

9. Students will write a conclusion that follows from and supports the arguments they presented.

10. Students will produce clear writing with appropriate development, organization, and style to suit their task, purpose and audience.

11. Students will plan, revise, edit, rewrite, or try a new approach in my writing with some help from peers and adults.

12. Students will use different forms of technology to create and publish their writing and to effectively present the relationship between their ideas and information. Students will use technology to interact and collaborate with others.

13. Students will change their way of speaking for a variety of situations and tasks and show that they can use formal English when necessary and appropriate.

14. Students will learn and use new vocabulary appropriate for eighth grade. I can show new knowledge of vocabulary when I think about how words or phrases are important to the meaning or expression.

15. Students will give a presentation that makes claims using relevant evidence, details and reasons while using appropriate eye contact and volume.

16. Students will give a presentation using interesting multimedia and visual displays to strengthen their claims and make their point clearly.

Assignments:

- Activity 4.1: Unpacking the Prompt – Complete all activities assigned in the student guide.
- Activity 4.2: Research and Evidence – Complete all activities assigned in the student guide.
- Activity 4.3: Argumentative Outline and Rough Draft – Complete all activities assigned in the student guide.
- Activity 4.4: Revising/Editing and Final Draft – Complete all activities assigned in the student guide.
- Activity 4.5: Multimedia Presentation – Complete all activities assigned in the student guide.

- End of Course Exam – Ask your teacher for Illuminate access code and complete Illuminate Final Exam.

(CCSS: W.8.1, 8.1.A-E, 8.4, 8.5, 8.6; SL.8.4, 8.5, 8.6; L.8.1, 8.2, 8.3, 8.6)
[ELD: Part 1, A, 1, 2, 3; B, 5, 6, 7, 8; C, 9, 10, 11, 12; Part 2, A, 1, 2; B, 3, 4, 5; C, 6, 7]

Scope, Sequence & Assignments- Mathematics 8

Discipline: Mathematics

Grade level: 8th

Title of courses: Mathematics 8-1, 8-2

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Common Core 8th grade Mathematics Standards

Textbook & additional resources: Go Math! Middle School Grade 8 (2017)

Course Overview:

This two semester course is designed for grade 8 students establishing and building the fundamental skills necessary for success in the high school college preparatory algebra 1 or Integrated Math courses. The course is organized around five major strands: number sense, algebra and functions, measurement and geometry, Algebra 1, and mathematical reasoning. It reinforces the skills and concepts needed to meet the standards on which these students will be assessed. Students will study an array of principles including: Operations and properties; solving one-step equations and inequalities; working with ratios, proportions and percents; solving linear functions; graphing; analyzing data; and probability. Algebraic skills and concepts are developed in various real world problem-solving situations with symbolic reasoning and calculations with symbols serving as the focus of the course.

Scope, Sequence & Assignments- Mathematics 8

Math 8-1

Module 1: Real Numbers, Exponents, and Scientific Notation. Textbook: Go Math! Middle School Grade 8

Objectives:

1. Learn to rewrite rational numbers and decimals
2. Learn to find square roots and cubed roots
3. Learn to approximate irrational numbers
4. Learn to describe relationships between sets of real numbers
5. Learn to order a set of real numbers
6. Develop and learn to use the properties of integer exponents
7. Learn to use scientific notation to express very large and very small quantities
8. Learn to add, subtract, multiply, and divide using scientific notation
9. Use tables, graphs, and equations to represent proportional situations
10. Learn to find a rate of change and slope
11. Learn to interpret the unit rate as slope

Assignments:

- *For each section listed, complete the following: Complete the Project Preview questions at the start of each unit and complete the Unit Project at the end of each unit. Watch the Real-World Videos at the beginning of each module.*

- *Complete the following problems from each section: All Explore Activity questions, all Your Turn questions, every third problem from the Guided Practice and Independent Practice. Choose one H.O.T. problem to complete. Take notes for each section in your math notebook.*

- **Lesson 1:** 1-1, 1-2, 1-3: Rational and Irrational Numbers; Sets of Real Numbers; Ordering Real Numbers.

- **Lesson 2:** 2-1, 2-2: Integer Exponents; Scientific Notation with Positive Powers of 10.

- **Lesson 3:** 2-3, 2-4: Scientific Notation with Negative Powers of 10; Operations with Scientific Notation.

- **Lesson 4:** Unit 1 Project, and Unit 1 Assessment Readiness.
- **Lesson 5:** 3-1, 3-2, 3-3: Representing Proportional Relationships; Rate of Change and Slope; Interpreting the Unit Rate as Slope.

California Common Core State Standards: EE 8.EE.3, 8.EE.5, 8.EE.6, 8.EE.4, 8.EE.1; TNS 8.NS.2, 8.NS.1; F 8.F.4.

Module 2: Proportional and Nonproportional Relationships and Functions. Textbook: Go Math! Middle School Grade 8.

Objectives:

1. Use tables, graphs, and equations to represent linear nonproportional situations
2. Learn to determine the slope and y-intercept of a line
3. Learn to graph a line using the slope and y-intercept
4. Learn to distinguish between proportional and nonproportional situations
5. Learn how to write an equation to model a linear relationship given a graph, a description, or a table
6. Learn how to contrast linear and nonlinear sets of bivariate data

Assignments:

- *For each section listed, complete the following: Complete the Project Preview questions at the start of each unit and complete the Unit Project at the end of each unit. Watch the Real-World Videos at the beginning of each module.*
- *Complete the following problems from each section: All Explore Activity questions, all Your Turn questions, every third problem from the Guided Practice and Independent Practice. Choose one H.O.T. problem to complete. Take notes for each section in your math notebook.*
- **Lesson 6:** 4-1, 4-2: Representing Linear Nonproportional Relationships; Determining Slope and y-intercept.
- **Lesson 7:** 4-3, 4-4: Graphing Linear Nonproprtional Relationships Using Slope and y-intercept; Proportional and Nonproprtional Situations.

- **Lesson 8:** Midterm Exam - Ask your teacher for the midterm exam and complete it in class.
- **Lesson 9:** 5-1, 5-2: Writing Linear Equations from Situations and Graphs; Writing Linear Equations from a Table.
- **Lesson 10:** 5-3: Linear Relationships and Bivariate Data.

California Common Core State Standards: EE 8.EE.6; SP 8.SP.1; F 8.F.4, 8.F.3, 8.F.2.

Module 3: Solving Equations and Systems of Equations. Textbook: Go Math! Middle School Grade 8.

Objective:

1. Learn how to identify and represent functions
2. Learn how to tell if a function is linear or not
3. Learn how to use tables, graphs, and equations to compare functions
4. Learn how to describe a relationship given a graph and sketch a graph given a description
5. Learn how to represent and solve equations with the variable on both sides
6. Learn how to solve equations with rational number coefficients and constants
7. Learn how to use the Distributive Property to solve equations
8. Learn how to give examples of equations with a given number of solutions

Assignments:

- *For each section listed, complete the following: Complete the Project Preview questions at the start of each unit and complete the Unit Project at the end of each unit. Watch the Real-World Videos at the beginning of each module.*
- *Complete the following problems from each section: All Explore Activity questions, all Your Turn questions, every third problem from the Guided Practice and Independent Practice. Choose one H.O.T. problem to complete. Take notes for each section in your math notebook.*
- **Lesson 11:** 6-1, 6-2: Identifying and Representing Functions; Describing Functions.

- **Lesson 12:** 6-3, 6-4: Comparing Functions; Analyzing Graphs.
- **Lesson 13:** Unit 2 Project, and Unit 2 Assessment Readiness.
- **Lesson 14:** 7-1, 7-2: Equations with the Variable on Both Sides; Equations with Rational Numbers.
- **Lesson 15:** 7-3, 7-4: Equations with the Distributive Properties; Equations with Many Solutions or No Solution.

California Common Core State Standards: EE 8.EE.7, 8.EE.7b, 8.EE.7a; F 8.F.1, 8.F.5, 8.F.2.

Module 4: Textbook: Go Math! Middle School Grade 8.

Objective:

1. Learn how to solve a system of equations by graphing
2. Learn how to solve a system of linear equations by substitution
3. Learn how to solve a system of equations by adding or subtracting
4. Learn how to solve a system of linear equations by elimination with multiplying
5. Learn how to solve systems of equations that have no solution or infinitely many solutions

Assignments:

- *For each section listed, complete the following: Complete the Project Preview questions at the start of each unit and complete the Unit Project at the end of each unit. Watch the Real-World Videos at the beginning of each module.*
- *Complete the following problems from each section: All Explore Activity questions, all Your Turn questions, every third problem from the Guided Practice and Independent Practice. Choose one H.O.T. problem to complete. Take notes for each section in your math notebook.*
- **Lesson 16:** 8-1, 8-2: Solving Systems of Linear Equations by Graphing; Solving Systems by Substitution.

- **Lesson 17:** 8-3, 8-4, 8-5: Solving Systems by Elimination; Solving Systems by Elimination with Multiplication; Solving Special Systems.
- **Lesson 18:** Unit 3 Project and Unit 3 Assessment Readiness.
- **Lesson 19:** Study Guide - Ask your teacher for the study guide and complete it in class.
- **Lesson 20:** End of Course Exam - Ask your teacher for the End of Course Exam code on Illuminate and complete it in class.

California Common Core State Standards: EE 8.EE.8a, 8.EE.8b.

Scope, Sequence & Assignments- Mathematics 8

Math 8-2

Module 1: Transformational Geometry. Textbook: Go Math! Middle School Grade 8.

Objectives:

1. Learn how to describe the properties of translations and their effect on the congruence and orientation of figures
2. Learn how to describe the properties of reflections and their effect on the congruence and orientation of figures
3. Learn how to describe the properties of rotations and their effect on the congruence and orientation of figures
4. Learn how to describe the effect of a translation, rotation, or reflection on coordinates using an algebraic representation
5. Learn how transformations can be used to verify that two figures have the same shape and size
6. Learn how to describe the properties of dilations
7. Learn how to describe the effect of a dilation on coordinates using an algebraic representation
8. Learn the connection between transformations and the orientations of similar figures

Assignments:

- *For each section listed, complete the following: Complete the Project Preview questions at the start of each unit and complete the Unit Project at the end of each unit. Watch the Real-World Videos at the beginning of each module.*
- *Complete the following problems from each section: All Explore Activity questions, all Your Turn questions, every third problem from the Guided Practice and Independent Practice. Choose one H.O.T. problem to complete. Take notes for each section in your math notebook.*
- **Lesson 1:** 9-1, 9-2: Properties of Translations; Properties of Reflections.
- **Lesson 2:** 9-3, 9-4: Properties of Rotations; Algebraic Representations of Transformations.
- **Lesson 3:** 9-5: Congruent Figures.
- **Lesson 4:** 10-1, 10-2: Properties of Dilations; Algebraic Representations of Dilations.

- **Lesson 5:** 10-3: Similar Figures.

California Common Core State Standards: G 8.G.1, 8.G.2, 8.G.4, 8.G.3.

Module 2: Measurement Geometry. Textbook: Go Math! Middle School Grade 8.

Objectives:

1. Draw conclusions about the angles formed by parallel lines that are cut by a transversal
2. Draw conclusions about the measures of the angles of a triangle
3. Determine when two triangles are similar
4. Learn how to prove the Pythagorean Theorem and use it to solve problems
5. Learn how to test the converse of the Pythagorean Theorem and use it to solve problems
6. Learn how to use the Pythagorean Theorem to find the distance between two points on a coordinate plane

Assignments:

- *For each section listed, complete the following: Complete the Project Preview questions at the start of each unit and complete the Unit Project at the end of each unit. Watch the Real-World Videos at the beginning of each module.*
- *Complete the following problems from each section: All Explore Activity questions, all Your Turn questions, every third problem from the Guided Practice and Independent Practice. Choose one H.O.T. problem to complete. Take notes for each section in your math notebook.*
- **Lesson 6:** Unit 4 Project, and Unit 4 Assessment Readiness.
- **Lesson 7:** 11-1, 11-2: Parallel Lines Cut by a Transversal; Angle Theorems for Triangles.
- **Lesson 8:** 11-3: Angle-Angle Similarity.
- **Lesson 9:** Midterm Exam - Ask your teacher for the midterm exam and complete it in class.

- **Lesson 10:** 12-1, 12-2: The Pythagorean Theorem; Converse of the Pythagorean Theorem.

California Common Core State Standards: G 8.G.5, 8.G.7, 8.G.6.

Module 3: Statistics. Textbook: Go Math! Middle School Grade 8.

Objective:

1. Learn how to find the volume of a cylinder
2. Learn how to find the volume of a cone
3. Learn how to find the volume of a sphere
4. Learn to construct and interpret scatter plots
5. Learn how to use a trend line to make a prediction from a scatter plot

Assignments:

- *For each section listed, complete the following: Complete the Project Preview questions at the start of each unit and complete the Unit Project at the end of each unit. Watch the Real-World Videos at the beginning of each module.*
- *Complete the following problems from each section: All Explore Activity questions, all Your Turn questions, every third problem from the Guided Practice and Independent Practice. Choose one H.O.T. problem to complete. Take notes for each section in your math notebook.*
- **Lesson 11:** 12-3: Distance Between Two Points.
- **Lesson 12:** 13-1, 13-2: Volume of Cylinders; Volume of Cones.
- **Lesson 13:** 13-3: Volume of Spheres.
- **Lesson 14:** Unit 5 Project and Unit 5 Assessment Readiness.
- **Lesson 15:** 14-1, 14-2: Scatter Plots and Association; Trend Lines and Predictions.

California Common Core State Standards: G 8.G.9, 8.G.8; SP 8.SP.3, 8.SP.1.

Scope, Sequence & Assignments- Mathematics 8

Module 4: Textbook: Go Math! Middle School Grade 8

Objective:

1. Learn to construct and interpret two-way frequency tables
2. Learn how categorical data can be organized and analyzed

Assignments:

- *For each section listed, complete the following: Complete the Project Preview questions at the start of each unit and complete the Unit Project at the end of each unit. Watch the Real-World Videos at the beginning of each module.*
- *Complete the following problems from each section: All Explore Activity questions, all Your Turn questions, every third problem from the Guided Practice and Independent Practice. Choose one H.O.T. problem to complete. Take notes for each section in your math notebook.*
- **Lesson 16:** 15-1: Two-Way Frequency Tables.
- **Lesson 17:** 15-2: Two-Way Relative Frequency Tables.
- **Lesson 18:** Unit 6 Project and Unit 6 Assessment Readiness.
- **Lesson 19:** Study Guide - Ask your teacher for the study guide and complete it.
- **Lesson 20:** End of Course Exam - Ask your teacher for the End of Course Exam code on Illuminate and complete it in class.

California Common Core State Standards: SP 8.SP.4.

Scope, Sequence & Assignments –

Discipline: Science

Grade level: 8th

Title of courses: Integrated Science 8-1, 8-2

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Next Generation Science Standards, Common Core, ELD

Textbook & additional resources: 6-8 CA Inspire Science, Grade 8

Course Overview:

Integrated Science 8 is a two-semester course which offers a dynamic exploration of key scientific concepts across life, physical and earth and space science. The first semester investigates Change Over Time, covering geologic history and evolution, followed by Energy and Motion, examining forces and energy principles through labs and STEM projects. The second semester transitions to Understanding Waves, focusing on wave properties and information technology, and concludes with Humans & Their Place in the Universe, exploring human impact and our cosmic context. Engaging activities, laboratory work, STEM projects utilizing McGraw-Hill resources, and regular assessments, including unit and end-of-course exams, ensure a comprehensive understanding of integrated science.

Integrated Science 8-1

Module 1: **Change Over Time:** Textbook: 6-8 CA Inspire

Science, Grade 8

Objectives:

1. Understand evolution by natural selection and adaptation.
2. Analyze geological data (rocks and fossils) to understand geologic time.
3. Develop lab skills and communicate findings in reports.

Assignments:

- Lesson 1: Geologic Time: Analyzing the Rock and Fossil Records, Building a Timeline. Read Pgs 2-53 and Complete Guided Practice for #1 – #5, and Performance Task Problems.
- Lesson 2: Natural Selection and Adaptations: How Traits Change, The Theory of Evolution by Natural Selection, Artificial Selection. Read Pgs 54-125 and Complete Guided Practice #1 – 8, and Performance Task Problems.
- Lesson 3: Lab: Bird Beak. Complete the lab guide.
- Lesson 4: Project 1: STEM Module Project: History of Rock. Complete all parts of the project.
- Lesson 5: Evidence of Evolution: Fossil Evidence of Evolution. Read Pgs 126-146 and Complete Guided Practice #1 – #6, and Performance Task Problems.
- Lesson 6: Evidence of Evolution Continued: Biological Evidence of Evolution. Read Pgs 147-169 and Complete Guided Practice for: 1.7: Biological Evidence of Evolution #1 – #5. And Performance Task Problems.
- Lesson 7: Unit Test. Complete the unit test in the student guide.
- Lesson 8: Lab: Dichotomous Key. Complete the lab guide.
- Lesson 9: Lab Report: Version A or Version B. Complete a lab report using either version A or B.

MS-ESS1-4, MS-LS3-1, MS-LS4-4, MS-LS4-5, MS-LS4-6, MS-LS4-1, MS-LS4-2, MS-LS4-3

Module 2: Energy and Motion: Textbook: 6-8 CA Inspire

Science, Grade 8

Objectives:

1. Understand the fundamental concepts of forces, motion, and their relationship (position, speed, acceleration).
2. Investigate different types of forces, including gravitational, magnetic, and electric forces, and explore force pairs.
3. Explain mechanical energy (kinetic and potential) and the principle of conservation of energy.
4. Apply these concepts through laboratory experiments, a STEM project on crash dynamics, and a writing assignment relating forces and motion to everyday life.

Assignments:

- Lesson 10: Forces and Motion: Position and Motion, Force and Acceleration, Force Pairs, Gravitational Force. Read Pgs 2-94 and Complete Guided Practice #1-5, and Performance Task problems.
- Lesson 11: Mechanical Energy: Kinetic Energy, Potential Energy, Conservation of Energy. Read Pgs 108-160 and Complete Guided Practice #1-14, and Performance Task problems.
- Lesson 12: Lab: Speeding up Vernier Lab. Complete the lab guide.
- Lesson 13: Project 2: STEM Module Project: Crash Course. Complete the project.
- Lesson 14: Electromagnetic Forces: Magnetic Forces, Electric Forces. Read Pgs 170-216 and Complete Guided Practice #1-5 and Performance Task problems.
- Lesson 15: Electromagnetic Forces Continued: Simple Circuits, Electromagnetism. Read Pgs 217-267 and Complete Guided Practice #1-9.
- Lesson 16: Unit Test. Complete the Unit Test.
- Lesson 17: Lab: Magnetic Lab. Complete the lab guide.
- Lesson 18: Lab Report: Version A or Version B. Complete a lab report using either version A or B.
- Lesson 19: Writing Assignment - Title: The Role of Forces and Motion in Everyday Life. Complete the writing assignment.
- Lesson 20: MIDTERM (End of course exam. Complete the end of course exam.)

MS-PS2-1, **MS-PS2-2**, **MS-PS2-3**, **MS-PS2-4**, **MS-PS2-5, MS-PS3-1, MS-PS3-2, MS-PS3-5**

ELD.PI.8.1, ELD.PI.8.2, ELD.PI.8.3, ELD.PII.8.1, ELD.PII.8.2, ELD.PII.8.3, ELD.PIII.8.1, ELD.PIII.8.2, ELD.PIII.8.3

Integrated Science 8-2

Module 3: Understanding Waves: Introduction to Waves: Textbook: 6-8 CA Inspire Science,

Grade 8

Objectives:

1. Understand fundamental wave properties (amplitude, wavelength, frequency) and how mechanical waves interact (reflection, refraction, etc.).
2. Explain how light travels, behaves during reflection and refraction, and the nature of color.
3. Investigate the reflectivity of different surfaces through a laboratory experiment and explore wave phenomena via a STEM project.
4. Describe basic principles of information technologies, including analog and digital signals in modern communication.

Assignments:

- Lesson 1: Introduction to Waves: Wave Properties, Mechanical Wave Interactions. Read Pgs 6-31, 36-51 and Complete Guided Practice #1-5 and Performance Task Problems.
- Lesson 2: Light: How Light Travels, Reflection and Mirrors, Refraction and Lenses, Color of Light. Read Pgs 67-81, 87-101, 107-119, 125-139 and Complete Guided Practice #1-5, and Performance Task Problems.
- Lesson 3: Lab: Reflectivity of Light
- Lesson 4: Project 1: STEM Module Project: Don't Make Waves
- Lesson 5: Information Technologies: Communicating with Signals. Read Pgs 155 -165 and Complete Guided Practice #1-5, and Performance Task Problems.
- Lesson 6: Information Technologies Continued: Modern Communication with Digital Signals. Read Pgs 171-199 and Complete Guided Practice #1-5 and Performance Task Problems.
- Lesson 7: Unit Test. Complete the Unit Test.
- Lesson 8: Lab: Light, Brightness, and Distance. Complete the lab guide.
- Lesson 9: Lab Report: Version A or Version B. Complete a lab report using either version A or B.

MS-PS4-1, MS-PS4-2, MS-PS4-3, MS-ETS1-2, MS-ETS1-4

Module 4: Humans & Their Place in the Universe: Earth and

Human Activity: Textbook: 6-8 CA Inspire Science, Grade 8

Objectives:

1. Analyze human impact on the environment.
2. Understand the Sun-Earth-Moon system and seasons.
3. Explore gravity and our solar system.
4. Investigate applications (solar homes, population) and reflect on human influence.

Assignments:

- Lesson 10: Earth and Human Activity: Human Population Growth, People and the Environment. Read Pgs 5-42 and Complete Guided Practice #1-5, and Performance Task Problems.
- Lesson 11: The Sun-Earth-Moon System: Earth's Motion Around the Sun, Lunar Phases, Eclipses. Read Pgs 55-108 and Complete Guided Practice #1-5, and Performance Task Problems.
- Lesson 12: Lab: What Causes Seasons? Complete the Lab Guide.
- Lesson 13: Project 2: STEM Module Project: 7.6 Billion and Counting. Complete the project.
- Lesson 14: Exploring the Universe: Gravity and the Universe. Read Pgs 123-138 and Complete Guided Practice #1-5, and Performance Task Problems.
- Lesson 15: Exploring the Universe Continued: The Solar System. Read Pgs 141-160 and Complete Guided Practice #1-5, and Performance Task Problems.
- Lesson 16: Unit Test. Complete the Unit Test.
- Lesson 17: Lab: Solar Homes. Complete the Lab Guide.
- Lesson 18: Lab Report: Version A or Version B. Complete a lab report using either version A or B.
- Lesson 19: Writing Assignment-Human Influence on Earth's Ecosystems. Complete the Writing Assignment.
- Lesson 20: End of course exam

MS-ESS3-4, MS-ESS1-1, MS-ESS1-2, MS-ESS1-3

ELD.PI.8.1, ELD.PI.8.2, ELD.PI.8.3, ELD.PII.8.1, ELD.PII.8.2, ELD.PII.8.3, ELD.PIII.8.1, ELD.PIII.8.2, ELD.PIII.8.3

Discipline: History/Social Science

Grade level: 8th

Title of courses: United States History 8-1, 8-2

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Common Core State Standards: History/Social Science

Textbook & additional resources: US History - American Stories: Beginnings to World War I

Course Overview:

In this two-semester course students will study the ideas, issues, and events from the framing of the U.S. Constitution up to the Second Industrial Revolution. After studying the birth and rise of America's democratic institutions, students examine the shaping and the establishment of the Constitution. Students trace the development of American politics, society, culture, and economy and connect them to the emergence of major regional differences. They learn about the struggles facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economicconditions.

United States History & Geography 8-1

Module 1: Textbook: US History - American Stories: Beginnings to World War I

Objectives:

1. Learn about the development of Jamestown colony and identify artifacts relating to the Jamestown Settlement.
2. Learn about the role religion played in establishing colonies in New England.
3. Learn about Squanto's early life and his contributions to the lives of the Pilgrims.
4. Synthesize information about the foundations of democracy from primary source documents.
5. Learn how war and witch trials challenged New England colonists in the late 1600s.
6. Understand how diversity influenced events in the Middle Colonies.
7. Discover how forming alliances helped Native American tribes defeat their enemies.
8. Discover why colonists moved to and settled in the Southern Colonies.
9. Explore the connection between resources and economic activities in the colonies.
10. Learn about contact between colonists and the Powhatan from archaeological discoveries.
11. Learn about characteristics of the colonial New England economy.
12. Understand Atlantic trading patterns and their effects on the colonial economy.
13. Understand the characteristics of slavery and the impact of Puritanism in New England.
14. Learn how education and literacy influenced New England society.
15. Learn how studying New England gravestones can provide insight into colonial culture.
16. Trace slavery's development in the Southern Colonies and its role in plantation agriculture.
17. Describe differences between coastal and backcountry regions of the Southern Colonies.
18. Learn how enslaved Africans retained their culture and traditions.
19. Discover why and how the Middle Colonies were able to create a thriving economy.
20. Understand why the Middle Colonies were economically successful and culturally diverse.
21. Learn about religious tolerance and racial tension in the Middle Colonies.
22. Learn how race, gender, and religion affected the colonists' rights and ability to gain wealth.
23. Understand how the Great Awakening and the Enlightenment affected colonial society.
24. Discuss how English parliamentary traditions affected colonial views on government.
25. Discuss the issues of free speech involved in the trial of John Peter Zenger.
26. Learn how conflict over land and fur trading set the stage for the French and Indian War.

27. Understand the events that led to the British victory in the French and Indian War.
28. Analyze the effects of the war on colonial territory and conflict with Native Americans.

Assignments:

- **Lesson 1:** Textbook pp. 84-106. The Thirteen Colonies. Complete all activities listed in the lesson guide.
- **Lesson 2:** Textbook pp. 108-117. The Thirteen Colonies. Complete all activities listed in the lesson guide.
- **Lesson 3:** Textbook pp. 120-139. Colonial Development. Complete all activities listed in the lesson guide.
- **Lesson 4:** Textbook pp. 140-153. Colonial Development. Complete all activities listed in the lesson guide.
- **Lesson 5:** Textbook pp. 155-159. Colonial Development. Complete all activities listed in the lesson guide.

[HSS CONTENT STANDARDS: 8.1, 8.1.1, 8.1.4, 8.2.1, 8.3.7, 8.4.4, 8.6.5, 8.7.1, 8.7.2, 8.7.4]

(CCSS ELA-Literacy: RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.7, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.7L.8.1, L.8.2, l.8.3, L.8.4, SL.8.2, SL.8.4, SL.8.5)

[ELD: Part I A, 1-4; B, 5-8; C, 9-12; Part II A, 1-2; B, 3-5; C, 6-7]

Module 2: Textbook: US History - American Stories: Beginnings to World War I

Objectives:

1. Analyze how laws passed by British Parliament provoked frustration among the colonists.
2. Identify the financial and political impacts of the Sugar Act and the Currency Act.
3. Learn how the colonists reacted to a new type of tax imposed by the British government.
4. Learn about Benjamin Franklin's experience as a colonial representative in England.
5. Analyze how the Townshend Acts impacted colonial life.
6. Understand how tensions between British soldiers and townspeople led to the Boston Massacre.
7. Learn about the events of the Boston Tea Party and the legacy of protest.
8. Identify artifacts relating to the soldiers of the American Revolution.

9. Analyze the consequences of the Coercive Acts.
10. Analyze how the colonies attempted to achieve peace while anticipating war.
11. Explain how American forces attacked and defended from high ground during key battles, gaining advantage over the British.
12. Analyze how errors prevented the British from taking control of the Hudson River Valley.
13. Explain how victories at Trenton and Saratoga were a turning point for the Continental Army.
14. Analyze how the Continental Army won critical early battles in the American Revolution.
15. Learn how the nation devised a new system of government after the American Revolution.
16. Understand how systems for settlement were created in the Northwest Territory.
17. Understand the effects of an ineffective national government under the Articles of Confederation.
18. Understand why representatives reformed the national government.
19. Evaluate the compromises delegates made when dividing the power in the government.
20. Understand why compromises were made on slavery and trade during the Convention.

Assignments:

- **Lesson 6:** Textbook pp. 168 - 191. The Road to Revolution. Complete all activities listed in the lesson guide.
- **Lesson 7:** Textbook pp. 194 - 209. The Road to Revolution. Complete all activities listed in the lesson guide.
- **Lesson 8:** Textbook pp. 214 - 235. The American Revolution. Complete all activities listed in the lesson guide.
- **Lesson 9:** Textbook pp. 236 - 245. The American Revolution. Complete all activities listed in the lesson guide.
- **Lesson 10:** Textbook pp. 248 - 261. From Confederation to Constitution. Complete all activities listed in the lesson guide.

[HSS CONTENT STANDARDS: 7.11.5, 7.11.6, 8.1, 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.7, 8.3.1, 8.3.2, 8.3.3, 8.3.5, 8.4.4, 8.9.3]

(CCSS ELA: RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.6, RH.6-8.7, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.6, WHST.6-8.7, L.8.1, L.8.2, L.8.3, SL.8.4, SL.8.5)

[ELD: Part I A,1- 4; B, 5-6; C, 9-12; Part II A, 1-2; B, 3-5; C, 6-7]

Module 3: Textbook: US History - American Stories: Beginnings to World War I

Objectives:

1. Describe the opposing political philosophies of the leaders who debated ratification.
2. Synthesize information about the debates surrounding the ratification of the Constitution from primary source documents.
3. Understand how the Constitution was amended to protect the rights and liberties of citizens.
4. Analyze the challenges that come with setting up a new government.
5. Explain the purpose and organization of the United States' first Cabinet and court system.
6. Analyze the economic ideas of Alexander Hamilton and Thomas Jefferson.
7. Learn how art can be used to interpret history.
8. Understand how conflicts between Thomas Jefferson and Alexander Hamilton led to the two-party system in the United States.
9. Understand how the United States government dealt with foreign and domestic skirmishes.
10. Understand the main arguments made in George Washington's Farewell Address.
11. Analyze how John Adams's administration handled diplomatic problems overseas and worked to silence critics in the United States.
12. Understand Thomas Jefferson's vision for America and how he implemented it.
13. Learn about Thomas Jefferson's life and accomplishments outside of politics.
14. Learn how the Supreme Court tested the principle of checks and balances of power.
15. Analyze Thomas Jefferson's decision to expand the United States with the Louisiana Purchase.
16. Describe the geographic information Lewis and Clark discovered about the western territory.
17. Learn about Robert Reid's experiences as a National Geographic Digital Nomad.

Assignments:

- **Lesson 11:** Textbook pp. 262 – 267. From Confederation to Constitution. Complete all activities listed in the lesson guide.
- **Lesson 12**: The Constitution - Document Based Essay. Complete all activities listed in the lesson guide.
- **Lesson 13**: The Constitution - Document Based Essay. Complete all activities listed in the lesson guide.
- **Lesson 14:** Textbook pp. 276 - 293. Growing Pains and the New Republic. Complete all activities listed in the lesson guide.

- **Lesson 15**: Textbook pp. 296 - 317. The Jefferson Years. Complete all activities listed in the lesson guide.

[HSS CONTENT STANDARDS: 8.2.2; 8.2.3; 8.2.4; 8.2.6; 8.2.7; 8.3.3; 8.3.4; 8.3.5; 8.4.1; 8.4.2; 8.4.4; 8.5.1; 8.5.2; 8.8; 8.8.2]

(CCSS ELA: RH.6-8.1, RH.6-8.2, RH.6-8.3, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, L.8.1, L.8.2, L.8.3, SL.8.2, SL.8.3)

[ELD: Part I A, 1-4; B, 5-8; C, 9-12; Part II A, 1-2; B, 3-5; C, 6-7]

Module 4: Textbook: US History - American Stories: Beginnings to World War I

Objectives:

1. Describe Thomas Jefferson's foreign policy decisions and their consequences.
2. Understand the impact of territorial expansion on Native Americans.
3. Understand the political and economic causes and consequences of the War of 1812.
4. Synthesize information about the Monroe Doctrine from primary source documents.
5. Explore how ideals about womanhood and motherhood shaped women's lives in the new republic.

Assignments:

- **Lesson 16:** Textbook pp. 318 - 323. The Jefferson Years. Complete all activities listed in the lesson guide.
- **Lesson 17:** Textbook pp. 326 - 341. Expansion and Growth. Complete all activities listed in the lesson guide.
- **Lesson 18:** Textbook pp. 342 - 349. Expansion and Growth. Complete all activities listed in the lesson guide.
- **Lesson 19:** Study Guide. Complete all activities listed in the lesson guide.
- **Lesson 20:** Take the Illuminate End of Course Exam. See your teacher for the exam access code and your student ID. Return all textbooks and course materials once you have passed the final exam.

[HSS CONTENT STANDARDS: 8.1.4, 8.4.1, 8.4.2, 8.4.3, 8.4.4, 8.5.1, 8.5.2, 8.5.3, 8.6.2, 8.6.4, 8.6.5,

8.6.6, 8.7.1, 8.7.2, 8.8.4, 8.9.5, 8.9.6, 8.10.1, 8.10.2, 8.12.3, 8.12.4]

(CCSS ELA: RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.8, WHST.6-8.2, WHST.6-8.4, WHST.6-8.9, WHST.6-8.10, L.8.1, L.8.2, L.8.3)

[ELD: Part I A, 1-4; B, 5-8; C, 9-12; Part II A, 1-2; B, 3-5; C, 6-7]

United States History & Geography 8-2

Module 1: Textbook: US History - American Stories: Beginnings to World War I

Objectives:

1. Learn how political party differences influenced the 1828 election.
2. Identify the geographical and technological challenges of building the canal.
3. Study a primary source: excerpt from a description of experiences on the Erie Canal, 1829.
4. Learn about the reforms Andrew Jackson made early in his presidency.
5. Understand how tariffs led to tension between the North and South.
6. Analyze how westward expansion into Native American lands affected Native Americans.
7. Learn how Native Americans reacted to forced relocation by the United States government.
8. Analyze the effects of President Jackson's defiance of the Supreme Court's ruling.
9. Analyze how the country's economy went from growing prosperity to economic depression.
10. Understand how the Whig Party formed before the election of 1840.
11. Learn how the lure of adventure and possibility changed the economic landscape of the West.
12. Synthesize information about westward expansion from primary sources and an artifact.
13. Describe the challenges Americans faced as they traveled overland to the West.
14. Describe how the lives of pioneers and Native Americans changed as a result of people moving west.
15. Describe the settlement of the Texas territory in the early 1800s.
16. Identify causes and effects of the Texas War for Independence.
17. Examine conflicting viewpoints as Texas progressed toward statehood.
18. Learn about the similarities and differences between opposing leaders in the Texas War for Independence.

19. Explain how Texas statehood led to war between the United States and Mexico.
20. Chronicle events leading up to the United States victory in the Mexican-American War.
21. Discover how the United States acquired lands that fulfilled the idea of manifest destiny.
22. Describe how Spanish and Mexican missions and ranchos influenced the history and culture of California.
23. Explain why the population of California increased dramatically in the late 1840s.
24. Explain how and why California became a state.
25. Analyze factors that drew immigrants to the United States during the mid-1800s.
26. Examine why many Europeans emigrated from their home countries in the 19th century.
27. Learn how the North and the South clashed over slavery in new territories and states.
28. Learn how the *Dred Scott* decision and the Harpers Ferry attack inflamed views on slavery.

Assignments:

- **Lesson 1:** Textbook pp. 360 - 377. Pushing National Boundaries – The Age of Jackson. Complete all activities listed in the lesson guide.
- **Lesson 2:** Textbook pp. 380 - 407. Pushing National Boundaries – Manifest Destiny. Complete all activities listed in the lesson guide.
- **Lesson 3:** Textbook pp. 408 - 419. Pushing National Boundaries – Manifest Destiny continued. Complete all activities listed in the lesson guide.
- **Lesson 4:** Textbook pp. 422 - 451. Pushing National Boundaries – The Changing American Identity. Complete all activities listed in the lesson guide.
- **Lesson 5:** Textbook pp. 460 – 471. Civil War and Reconstruction - A Broken Nation. Complete all activities listed in the lesson guide.

[HSS CONTENT STANDARDS: 8.4, 8.4.3, 8.4.4, 8.5.2, 8.6.2, 8.6.3, 8.6.6, 8.6.7, 8.7.2, 8.7.3, 8.7.4, 8.8.1, 8.8.2, 8.8.3, 8.8.4, 8.8.5, 8.8.6, 8.9, 8.9.1, 8.9.2, 8.9.4, 8.9.5, 8.9.6, 8.10.1, 8.10.2, 8.10.4, 8.12.1,8.12.5, 8.12.6, 8.12.7]

(CCSS ELA: RH.6-8.1, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.6, WHST.6-8.7, L.8.1, L.8.2, L.8.3)

[ELD: Part I A, 1-4; B, 5-8; C, 9-12; Part II A, 1-2; B, 3-5; C, 6-7]

Module 2: Textbook: US History - American Stories: Beginnings to World War I

Objectives:

1. Describe the divisive issues in the presidential election of 1860 and the election's outcome.
2. Learn how the 1860 election led directly to the founding of the Confederate States of America.
3. Discuss how reconciliation failed, bringing the North and the South to the brink of war.
4. Describe the role of the attack on Fort Sumter and the importance of border states in the Civil War.
5. Describe how the Battle of Bull Run affected the course of the Civil War.
6. Describe how divided family loyalties and improved weapons affected Civil War soldiers.
7. Explain how women's roles changed during the Civil War.
8. Explain how strengths and weaknesses of both sides influenced strategies during the Civil War.
9. Explain how geographic factors influenced the outcome of the Civil War.
10. Describe the Union's purpose for targeting eastern and western parts of the Confederacy.
11. Describe how the battles of Antietam and Fredericksburg affected the course of the war.

Assignments:

- **Lesson 6:** Textbook pp. 472 - 477. Civil War and Reconstruction – A Broken Nation. Complete all activities listed in the lesson guide.
- **Lesson 7:** The Civil War – Document Based Question Essay. Complete all activities listed in the lesson guide.
- **Lesson 8:** The Civil War – Document Based Question Essay. Lesson topic/chapter title. Complete all activities listed in the lesson guide.
- **Lesson 9:** Textbook pp. 480 - 508. Civil War and Reconstruction – Beginnings of the War. Complete all activities listed in the lesson guide.
- **Lesson 10:** Textbook pp. 504 - 511. Civil War and Reconstruction – Beginnings of the War. Complete all activities listed in the lesson guide.

[HSS CONTENT STANDARDS: 8.7.2, 8.10, 8.10.2, 8.10.3, 8.10.4, 8.10.5, 8.10.6, 8.10.7]

(CCSS ELA: RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.9, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, L.8.1, L.8.2, L.8.3, SL.8.2, SL.8.3)

[ELD: Part I A, 1-4; B, 5-8; C, 9-12; Part II A, 1-2; B, 3-5; C, 6-7]

Module 3: Textbook: US History - American Stories: Beginnings to World War I

Objectives:

1. Learn how the Civil War ended and describe the war's human and financial costs.
2. Discover the historical importance of Ball's Bluff National Cemetery, one of the nation's smallest national cemeteries.
3. Describe amendments ending slavery, Lincoln's plan for unity, and Lincoln's assassination.
4. Learn about the human, economic, and political consequences of the Civil War.
5. Analyze the goals and methods of the Republicans' Radical Reconstruction. plan.
6. Describe the impact of Reconstruction on African-American political participation, religion, and family life.
7. Discuss the efforts of groups to empower and educate freed African Americans.
8. Trace the development of southern resistance to Reconstruction through the rise of the KKK.
9. Analyze the effects of Grant's election and the 15th Amendment on Reconstruction.
10. Analyze social, political, and economic factors that led to the end of Reconstruction.
11. Learn how the influx of miners to the West affected the land and the lives of native people.
12. Explore the cause of the cattle boom and the technologies and people that made it possible.
13. Analyze the rapid migration of homesteaders to the West and the rise of bonanza farms.
14. Describe home and community life of families who farmed the prairie in the late 1800s.
15. Identify how farmers increased their economic and political power after the Civil War.
16. Analyze causes and effects of relocating Great Plains Native Americans onto reservations.
17. Learn how Joel Sartore uses photography to educate people about endangered animals.
18. Analyze the federal government's attempts to relocate western Native Americans.
19. Learn about the Native American wars and efforts to "Americanize" Native Americans.
20. Describe experiences of immigrants to the United States in the late 1800s and early 1900s.

Assignments:

- **Lesson 11:** Textbook pp. 514-527. Civil War and Reconstruction – Turning Points of the War. Complete all activities listed in the lesson guide.

- **Lesson 12:** Textbook pp. 528-541. Civil War and Reconstruction - Turning Points of the War. Complete all activities listed in the lesson guide.
- **Lesson 13:** Textbook pp. 544 - 565. Civil War and Reconstruction - Reconstruction and the New South. Complete all activities listed in the lesson guide.
- **Lesson 14:** Textbook pp. 574 - 590. America on the Move – Westward Movement. Complete all activities listed in the lesson guide.
- **Lesson 15:** Textbook pp. 610 – 639. America on the Move - Industrialization and Immigration. Complete all activities listed in the lesson guide

[HSS CONTENT STANDARDS: 8.3.1, 8.6.4, 8.6.5, 8.6.7, 8.7.2, 8.8.2, 8.8.3, 8.8.4, 8.9.1, 8.9.2, 8.9.6, 8.10.2, 8.10.4, 8.10.5, 8.10.6, 8.10.7, 8.11.1, 8.11.2, 8.11.3, 8.11.4, 8.11.5, 8.12.1, 8.12.2, 8.12.3, 8.12.5, 8.12.6, 8.12.7, 8.12.8, 8.12.9]

(CCSS ELA-LITERACY: RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.10WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, L.8.1, L.8.2, L.8.3, L.8.6, SL.8.3, SL.8.4, SL.8.6)

[ELD: Part I A, 1-4; B, 5-8; C, 9-12; Part II A, 1-2; B, 3-5; C, 6-7]

Module 4: Textbook: US History - American Stories: Beginnings to World War I

Objectives:

1. Learn about discrimination aimed at African Americans and Asian immigrants.
2. Understand the effects of the Supreme Court's ruling in the case of *Plessy* v. *Ferguson*.
3. Learn about the strategies African-American leaders used to fight segregation
4. Discuss working conditions for many Americans in the late 1800s and early 1900s.
5. Understand the rise of unions and factors that prompted railroad strikes in the late 1800s.
6. Discuss growth of labor unrest and response from employers and the federal government.
7. Describe how exploitive business practices led to populism and progressivism.
8. Explain how muckrakers used journalism to reveal corruption in government and industry.
9. Discuss how progressives used the power of the voting public to bring about reforms.
10. Describe the impact of Theodore Roosevelt's presidency on business reform, consumer protection, and conservation.
11. Describe progressive reforms during Taft's presidency.
12. Identify ways President Wilson carried out progressive reforms.

13. Describe how businesses increased efficiency and productivity during the Progressive Era.
14. Explain how and why women's roles changed during the Progressive Era.
15. Identify ways that women played key roles in bringing about progressive reforms.
16. Describe the people, organizations, and events that led to the passage of the 19th Amendment.
17. Analyze why the United States acquired Alaska and Hawaii.
18. Explain how newspaper reports played a role in starting the Spanish-American War.
19. Recognize the reasons that both sides had for fighting the Filipino-American War.
20. Describe how U.S. foreign policy affected countries in Latin America and Asia.
21. Explain how building the Panama Canal presented engineering and health challenges.

Assignments:

- **Lesson 16:** Textbook pp. 640 - 651. America on the Move - Industrialization and Immigration. Complete all activities listed in the lesson guide.
- **Lesson 17:** Textbook pp. 654 - 677. America on the Move – The Progressive Era. Complete all activities listed in the lesson guide.
- **Lesson 18:** Textbook pp. 678 - 693. America on the Move – The Progressive Era. Complete all activities listed in the lesson guide.
- **Lesson 19:** Study Guide. Complete all activities listed in the lesson guide.
- **Lesson 20:** Take the End of Course Exam in Illuminate. See your teacher for the exam access code and your student ID. Return all textbooks and course materials.

[HSS CONTENT STANDARDS: 8.6.6, 8.8.3, 8.11.2, 8.11.3, 8.11.4, 8.12.1, 8.12.3, 8.12.4, 8.12.5, 8.12.6, 8.12.8, 8.12.9]

(CCSS ELA-LITERACY: RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.6, WHST.6-8.7, WHST.6-8.9, L.8.1, L.8.2, L.8.3)

[ELD: Part I A, 1-4; B, 5-8; C, 9-12; Part II A, 1-2; B, 3-5; C, 6-7]

APPENDIX HH

HIGH SCHOOL SAMPLE CURRICULUM SCOPE AND SEQUENCE

Scope, Sequence & Assignments- English 10

Discipline: English

Grade level: 10th

Title of course: English 3, 4

Scope of course: Full Year (2 semesters)

Common Core State Standards: English 9, 10

Textbook & Materials: California myPerspectives Grade 10 (2022)

Overview:

In this two-semester course, the students will explore many themes, such as fear, belonging, and forgiveness, to address Essential Questions like, "Do people need to belong? What motivates us to forgive?" They will examine reflection questions that activate prior knowledge, personal experiences, and engage them with the required readings. Activities will focus on analysis, making historical connections with classic literature, as well as developing reading, vocabulary, and writing skills that are aligned with the California Common Core Standards. Students will grapple with the themes using a variety of content including poetry, short stories, novel excerpts, videos, and online resources.

This course is required for all students in grade ten. The course content includes the thematic study of literature throughout various genres. Activities interrelate reading, writing, oral communication, and language study, which includes grammar, usage, and standard forms of American English. A variety of writing types are emphasized throughout the course, so students can write and speak using conventions of English grammar and usage correctly.

English 3: Module 1: Inside the Nightmare

Objectives:

1. Students will cite strong and thorough evidence from informational text to support analysis.
2. Students will determine the meaning of words and phrases in text (figurative, connotative, and technical meanings) and analyze the overall impact of word choice on meaning and tone.
3. Students will cite strong and thorough evidence from literary text to support analysis.
4. Students will analyze how an author's choices about how to structure text, order events and manipulate time create intended effects.
5. Students will correct grammar and usage when writing or speaking.
6. Students will analyze figurative language, word relationships and nuances in word meanings.
7. Students will analyze a specific point of view or cultural experience in world literature.

8. Students will correct capitalization, punctuation, and spelling to send a clear message to their reader.

English 3: Module 1 Assignments:

- Activity 1.1: “Scream Machines” on Achieve3000 - Complete all activities listed in the student guide.
- Activity 1.2: “House Taken Over” First Read - Complete all activities listed in the student guide.
- Activity 1.3: “House Taken Over” Close Read - Complete all activities listed in the student guide.
- Activity 1.4: Poetry Choice First Read - Complete all activities listed in the student guide.
- Activity 1.5: “Why do some brains enjoy fear?” First Read - Complete all activities listed in the student guide.

[CA State CCSS Standards 9-10]

(CCSS: RL.9-10.1, 9-10.2, 9-10.4, 9-10.5, 9-10.6, 9-10.7, 9-10.9; W.9-10.1,9-10.4, 9-10.8, 9-10.9; L.9-10.1, 9-10.2, 9-10.3, 9-10.4, 9-10.5, 9-10.6; RI.9-10.1, 9-10.3, 9-10.4, 9-10.5, 9-10.8)

[ELD: Part 1, A 1-4; Part 1, B 5-8; Part 1, C 10-12; Part 2, A 1, 2; Part 2, B 3-5; Part 2, C 6, 7]

English 3: Module 2: Outsiders and Outcasts

Objectives:

1. Students will cite strong and thorough evidence from literary text to support analysis.
2. Students will determine the theme or central idea of a literary text. Students will analyze the development of the theme or central idea over the course of the text (how it emerges and is shaped and refined by details). Students will objectively summarize a literary text.
3. Students will determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). Students will analyze the overall impact of word choice on meaning and tone.
4. Students will write an analysis of substantive topics or texts, using valid reasoning and sufficient evidence.
5. Students will cite strong and thorough evidence from literary text to support analysis.
6. Students will determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). Students will analyze the overall impact of word choice on meaning and tone.

7. Students will write an analysis of substantive topics or texts, using valid reasoning and sufficient evidence.
8. Students will use a variety of strategies to determine the meaning of unknown or multiple-meaning words and phrases.
9. Students will cite strong and thorough evidence from informational text to support analysis.
10. Students will analyze how an author unfolds an analysis or series of ideas (including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them).
11. Students will identify the argument and specific claims in a text. Students will evaluate the argument and specific claims in a text (assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims). Students will identify false statements and flawed reasoning.
12. Students will use correct grammar and usage when writing or speaking. Students will use a style manual appropriate for the discipline and type of writing.
13. Students will use a variety of strategies to determine the meaning of unknown or multiple-meaning words and phrases.
14. Students will analyze figurative language, word relationships and nuances in word meanings.
15. Students will cite strong and thorough evidence from informational text to support analysis.
16. Students will determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). Students will analyze the overall impact of word choice on meaning and tone.
17. Students will analyze how the author's ideas or claims are developed and refined by other sections of text (sentences, paragraphs, or larger portions of text).
18. Students will gather relevant information from a variety of authoritative sources. Students will use advanced searched effectively. Students will assess the usefulness of each source in answering the research question.
19. Students will use correct grammar and usage when writing or speaking.
20. Students will use a variety of strategies to determine the meaning of unknown or multiple-meaning words and phrases.
21. Students will compare and contrast the representation of a subject or scene in two different mediums (including what is emphasized or absent in each treatment).
22. Students will analyze how an author uses and transforms source material in a specific work.
23. Students will select evidence from literary informational texts to support analysis, reflection, and research.

Assignments:

- Activity 2.1: “The Doll’s House” First Read - Complete all activities listed in the student guide.
- Activity 2.2: “The Doll’s House" Close Read - Complete all activities listed in the student guide.
- Activity 2.3: “Revenge of the Geeks” First Read - Complete all activities listed in the student guide.
- Activity 2.4: “Encountering the Other: The Challenge for the 21st Century” First Read - Complete all activities listed in the student guide.
- Activity 2.5: Comparison Project - Complete all activities listed in the student guide.

[CA State CCSS Standards 9-10]

(CCSS: RL.9-10.1, 9-10.2, 9-10.4, 9-10.7, 9-10.9; W.9-10.1,9-10.4, 9-10.8, 9-10.9; L.9-10.1, 9-10.2, 9-10.3, 9-10.4, 9-10.5, RI.9-10.1, 9-10.3, 9-10.4, 9-10.5, 9-10.8)
[ELD: Part 1, A 1-4; Part 1, B 5-8; Part 1, C 10-12; Part 2, A 1, 2; Part 2, B 3-5; Part 2, C 6, 7]

English 3: Module 3: Extending Freedom’s Reach

Objectives:

1. Students will cite strong and thorough evidence from informational text to support analysis.
2. Students will determine an author’s point of view of purpose in text. Students will analyze how an author uses rhetoric to advance his/her point of view or purpose.
3. Students will identify the argument and specific claims in a text. Students will evaluate the argument and specific claims in a text (assessing whether the reasoning is sound, and the evidence is relevant and sufficient to support the claims). Students will identify false statements and flawed reasoning.
4. Students will analyze important US historical documents and literary texts for related themes and concepts.
5. Students will evaluate a speaker’s ideas. Students will identify fallacious reasoning, exaggeration, or distorted evidence.
6. Students will use correct grammar and usage when writing or speaking.
7. Students will analyze accounts of the same subject from different mediums to determine which details are emphasized.

8. Students will accurately use 9th /10th grade academic vocabulary to express their ideas. Students will use resources to build vocabulary.
9. Students will cite strong and thorough evidence from literary text to support analysis.
10. Students will analyze a specific point of view or cultural experience in world literature.
11. Students will analyze figurative language, word relationships and nuances in word meanings.
12. Students will determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). Students will analyze the overall impact of word choice on meaning and tone.
13. Students will use correct capitalization, punctuation and spelling to send a clear message to the reader.
14. Students will analyze how an author's choices about how to structure text, order events and manipulate time create intended effects.
15. Students will analyze a specific point of view or cultural experience in world literature.
16. Students will use correct grammar and usage when writing or speaking.
17. Students will analyze figurative language, word relationships and nuances in word meanings.
18. Students will write a well-structured, detailed narrative about real or imagined events or experiences.
19. Students will use precise words, details, and sensory language to create a mental picture in their narrative.

Assignments:

- Activity 3.1: "Speech at the United Nations" by Malala Yousafzai First Read - Complete all activities listed in the student guide.
- Activity 3.2: Diane Sawyer Interviews Malala Yousafzai - Complete all activities listed in the student guide.
- Activity 3.3: "Caged Bird" by Maya Angelou and "Some Advice to Those Who Will Serve Time in Prison" by Nazim Hikmet First Read - Complete all activities listed in the student guide.
- Activity 3.4: "Caged Bird" by Maya Angelou and "Some Advice to Those Who Will Serve Time in Prison" by Nazim Hikmet Close Read - Complete all activities listed in the student guide.
- Activity 3.5: Author's Style & Writing a Poem - Complete all activities listed in the student guide.

[CA State CCSS Standards 9-10]

Scope, Sequence & Assignments- English 10

(CCSS: RI.9-10.1, 9-10.4, 9-10.6, RI.9-10.7, 9-10.8, 9-10.9; RL.9-10.1, 9-10.4, 9-10.5, 9-10.6; SL.9-10.3; L.9-10.1, 9-10.2, 9-10.4, 9-10.5, 9-10.6; W.9-10.3, 9-10.4, 9-10.7)

[ELD: Part 1, A 1-4; Part 1, B 5-8; Part 1, C 10-12; Part 2, A 1, 2; Part 2, B 3-5; Part 2, C 6, 7]

English 3 Module 4: Informational Essay and Presentation

Objectives:

1. Students will produce clear and coherent writing appropriate to task, purpose, and audience.
2. Students will adjust my writing practices for different timeframes, tasks, purposes, and audiences.
3. Students will conduct research projects to answer a question or solve a problem. Students will narrow or broaden my inquiry appropriately. Students will synthesize multiple sources on a subject.
4. Students will gather relevant information from a variety of authoritative sources. Students will use advanced searched effectively. Students will assess the usefulness of each source in answering the research question. Students will selectively integrate information into the text, maintaining the flow of the piece. Students will follow a standard format for citation.
5. Students will select evidence from literary informational texts to support analysis, reflection, and research.
6. Students will adjust their writing practices for different timeframes, tasks, purposes, and audiences.
7. Students will write an analysis of substantive topics or texts, using valid reasoning and sufficient evidence.
8. Students will use the writing process to focus on what is most significant for a specific purpose and audience.
9. Students will use technology to produce, publish, and update writing products. Students will use technology to link to and display information flexibly.

Assignments:

- Activity 4.1: Unpacking the Prompt - Complete all activities listed in the student guide.
- Activity 4.2: Research and Evidence - Complete all activities listed in the student guide.
- Activity 4.3: Outline and Rough Draft - Complete all activities listed in the student guide.
- Activity 4.4: Revising, Editing, & Final Draft - Complete all activities listed in the student guide.

- Activity 4.5: Informational Media Presentation – Complete all activities listed in the student guide.
- End of Course Exam – Complete Final Exam on Illuminate.

[CA State CCSS Standards 9-10]

(CCSS: W.9-10.1.A, 9-10.1.B, 9-10.1.C, 9-10.1.D, 9-10.1.E, 9-10.4, 9-10.5, 9-10.6, 9-10.7, 9-10.8, 9-10.9, 9-10.10)

[ELD: Part 1, A, 1, 2, 3; B, 5, 6; C, 9, 10, 11, 12; Part 2, A, 1, 2; B, 3, 4, 5; C, 6, 7]

Scope, Sequence & Assignments- English 10

English 4 Module 1: All That Glitters

Objectives:

1. Students will cite strong and thorough evidence from informational text to support analysis.
   Students will determine the meaning of words and phrases in text (figurative, connotative, and technical meanings) and will analyze the overall impact of word choice on meaning and tone.
2. Students will use a variety of strategies to determine the meaning of unknown or multiple-meaning words and phrases.
3. Students will determine an author's point of view of purpose in text and analyze how an author uses rhetoric to advance his/her point of view or purpose.
4. Students will use a variety of strategies to determine the meaning of unknown or multiple-meaning words and phrases.
5. Students will analyze how an author's choices about how to structure text, order events an manipulate time create intended effects.
6. Students will analyze how author's ideas or claims are developed and refined by other sections of text (sentences, paragraphs, or larger portions of text).

English 4 Assignments:

- Activity 1.1: Achieve3000 Level Set & 5-Step Article – Complete all activities assigned in the student guide.
- Activity 1.2: "In La Rinconada, Peru" First Read - Complete all activities assigned in the student guide.
- Activity 1.3: "In La Rinconada, Peru" Close Read - Complete all activities assigned in the student guide.
- Activity 1.4: "The Thrill of the Chase" First Read – Complete all activities assigned in the student guide.
- Activity 1.5: "The Thrill of the Chase" Close Read – Complete all activities assigned in the student guide.

[CA State CCSS Standards 9-10]

(CCSS: RI.9-10.1, 9-10.3, 9-10.4, 9-10.5, 9-10.6; RL. 9-10.5; L.9-10.4, 9-10.4,
[ELD: Part 1, A, 1, 3; Part 1, B, 5, 6, 7, 8; Part 1, C, 9, 10, 11, 12; Part 2, A, 1, 2; Part 2, B, 3, 4, 5; Part 2 C, 6, 7]

Module 2: Outsiders and Outcasts

Objectives:

1. Students will cite strong and thorough evidence from literary text to support analysis.
2. Students will determine a theme or central idea of a text and analyze in detail its development over the course of the text.
3. Students will analyze how complex characters develop, interact with other characters and advance the plot or theme.
4. Students will determine the meaning of words and phrases in text (figurative, connotative, and technical meanings) and analyze the overall impact of word choice on meaning and tone.
5. Students will determine the theme or central idea of a text and analyze the development of the theme or central idea over the course of the text (how it emerges and is shaped and refined by details). Students will objectively summarize an informational text.
6. Students will determine the meaning of words and phrases in text (figurative, connotative, and technical meanings) and will analyze the overall impact of word choice on meaning and tone.
7. Students will analyze accounts of the same subject from different mediums to determine which details are emphasized.
8. Students will use correct grammar and usage when writing or speaking.
9. Students will produce clear and coherent writing appropriate to task, purpose an audience.
10. Students will use a variety of strategies to determine the meaning of unknown or multiple-meaning words and phrases.
11. Students will accurately use 9th /10th grade academic vocabulary to express ideas and will use resources to build vocabulary.

Assignments:

- Activity 2.1: “They Are Hostile Nations” & “Under A Certain Little Star” First Read - Complete all activities assigned in the student guide.
- Activity 2.2: “Let South Africa Show the World How to Live” by Desmond Tutu First Read - Complete all activities assigned in the student guide.
- Activity 2.3: “Let South Africa Show the World How to Live” by Desmond Tutu Close Read - Complete all activities assigned in the student guide.
- Activity 2.4: “The Forgiveness Project” by Eric Lomax First Read – Complete all activities assigned in the student guide.

- Activity 2.5: “Understanding Forgiveness” Project – Complete all activities assigned in the student guide.

[CA State CCSS Standards 9-10]

(CCSS: RL.9-10.1, 9-10.2, 9-10.3, 9-10.4, 9-10.7; RI. 9-10.1, 9-10.2, 9-10.4, 9-10.7; L.9-10.1, 9-10.1.B, 9-10.4a, 9-10. 6; W.9-10.4, 9-10.9.B)

[ELD: Part 1, A, 3; Part 1, B, 5, 6, 7, 8; Part 1, C, 10, 11, 12; Part 2, A, 1, 2; Part 2, C, 6, 7]

English 4 Module 3: Blindness and Sight

Objectives:

1. Students will cite strong and thorough evidence from informational text to support analysis.
2. Students will integrate multiple sources of information in various media or formats and evaluate the credibility and accuracy of sources.
3. Students will evaluate a speaker’s ideas and identify fallacious reasoning, exaggeration, or distorted evidence.
4. Students will determine the theme or central idea of a text and will analyze the development of the theme or central idea over the course of the text. Students will objectively summarize an informational text.
5. Students will determine the meaning of words and phrases in text (figurative, connotative, and technical meanings) and analyze the overall impact of word choice on meaning and tone.
6. Students will determine the theme or central idea of a text and will analyze the development of the theme or central idea over the course of the text. Students will objectively summarize a literary text.
7. Students will compare and contrast the representation of a subject or scene in two different mediums (including what is emphasized or absent in each treatment).
8. Students will select evidence from literary informational texts to support analysis, reflection and research.

Assignments:

- Activity 3.1: “Just Six Dots: The Story of Braille” First Read – Complete all activities listed in the student guide.
- Activity 3.2: “View from the Empire State Building” by Helen Keller First Read - Complete all activities listed in the student guide.
- Activity 3.3: “View from the Empire State Building” by Helen Keller Close Read - Complete all activities listed in the student guide.

- Activity 3.4: “The Country of the Blind” by H.G. Wells First Read - Complete all activities listed in the student guide.
- Activity 3.5: Introduction to Sonnets - Complete all activities listed in the student guide.

[CA State CCSS Standards 9-10]

(CCSS: RI.9-10.1, 9-10.2, 9-10.4; RL.9-10.1,9-10.2, 9-10.7; SL.9-10.2, 9-10.3; W.9-10.A)
[ELD: Part 1, A, 3; Part 1, B, 6, 7, 8; Part 1, C, 9, 10; Part 2, A, 1, 2; Part 2, C, 6, 7]

English 4 Module 4: Argumentative Essay and Presentation

Objectives:

1. Students will produce clear and coherent writing appropriate to task, purpose, and audience.
2. Students will adjust their writing practices for different timeframes, tasks, purposes, and audiences.
3. Students will conduct research projects to answer a question or solve a problem. Students will narrow or broaden my inquiry appropriately. Students will synthesize multiple sources on a subject.
4. Students will gather relevant information from a variety of authoritative sources. Students will use advanced searches effectively. Students will assess the usefulness of each source in answering the research question. Students will selectively integrate information into the text, maintaining the flow of the piece. Students will follow a standard format for citation.
5. Students will select evidence from literary informational texts to support analysis, reflection, and research.
6. Students will write an analysis of substantive topics or texts, using valid reasoning and sufficient evidence.
7. Students will write a clear claim(s) and distinguish it from a different or opposing claims. Students will organize their argument to show clear connections between the claim(s), counterclaim(s), reasons and evidence.
8. Students will provide evidence that supports both the claim(s) and the counterclaim(s) and points out the pros and cons of each. Students will provide evidence in a way that anticipates what the audience is thinking about issues.
9. Students will use the writing process to focus on what is most significant for a specific purpose and audience.
10. Students will use words, phrases, and clauses to clearly show how claims, counterclaims, reasons, and evidence fit together.
11. Students will use formal words and language to write about an issue or topic.
12. Students will end their writing with a concluding statement that backs up the claims in their argument.

13. Students will use technology to produce, publish, and update writing products. Students will use technology to link to and display information flexibly.

Assignments:

- Activity 4.1: Unpacking the Prompt - Complete all activities listed in the student guide.
- Activity 4.2: Research and Evidence - Complete all activities listed in the student guide.
- Activity 4.3: Outline and Rough Draft - Complete all activities listed in the student guide.
- Activity 4.4: Revising, Editing, & Final Draft - Complete all activities listed in the student guide.
- Activity 4.5: Informational Media Presentation – Complete all activities listed in the student guide.
- End of Course Exam – Complete Final Exam on Illuminate.

[CA State CCSS Standards 9-10]

(CCSS: RI.9-10.4; W.9-10.1, 9-10.4, 9-10.5, 9-10.6, 9-10.7, 9-10.8, 9-10.9, 9-10.10; L.9-10.1, 9-10.2, 9-10.4)
[ELD: Part 1, A 2-4; B 5-8; C 9-12; Part 2, A 1, 2; B 3-5]

Scope, Sequence & Assignments – Integrated Mathematics II

Discipline: Mathematics

Grade level: 10th

Title of course: Integrated Math 2a, 2b

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Common Core State Standards: Integrated Math 2 standards

Textbook & Materials: Integrated Mathematics II, Pearson/Savvas

Course Overview:

This course is designed to have students take the mathematics knowledge they obtained in middle school and formalize their learning while expanding upon it. Through independent exploration, teacher facilitated workshops, and various homework assignments, students will be asked to conceptualize standards ranging from Algebra to Statistics and Probability. In so doing, students will build upon their knowledge of mathematics by focusing on six significant areas: (1) understanding numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane. Activities involving these important areas will allow students to actively address the eight Mathematical Practices as outlined in the California Common Core Mathematics for Integrated Mathematics 1.

Units

- Arithmetic to Algebra
- Expressions and Equations

In this unit, students will explore the key learning habits of seeking patterns, as well as algebraic and analytic extension. The Table of Arithmetic uses the addition and multiplication tables to help students learn about adding and multiplying integers as well as the basic rules of arithmetic. Students look for patterns in the addition and multiplication tables and then use these patterns to discover rules for arithmetic with negative integers. The number line

proves that the rules of integers apply to real numbers. Students will explore the reasons why basic arithmetic algorithms work. Students will investigate that algebra is not only about finding a method that works, but also it involves discovering why such method works. Students will use substitution to see why equations and identities might be true. Students will solve equations using a backtracking method where this involves undoing each series of mathematical steps in reverse order to find the starting number. With the use of word problems, students interpret situations in order to build equations.

At the close of this unit, before completing questions that review the unit and prepare them for a unit test, students are asked to answer specific questions that allow them to reflect on what they have learned throughout the unit. This allows students to make sense of various problems and justify their answers by using modeling, appropriate tools, and reasoning. One example of such a problem asks students to explore the area and perimeter of a given rectangle. Based on the different criteria given, students investigate how the area and perimeter of the rectangle change, with the use of variables. In so doing, students have used algebraic knowledge and independent examination to understand when and where to use variables appropriately.

- Graphs
- Lines

In this unit, students will explore the coordinate plane and draw figures by connecting points that have been plotted. Students begin thinking about the effects of certain types of linear transformations have on the points. Students also look at using an equation to build a set of data and using the graph of equation to represent the solutions set of that equation. Students will determine the slope between two points and explore its applications as a rate of change, which leads to the assumption that the slope between any two points along a line will be constant. Students think about what it means for a point to be on a line. They use the assumption that three or more points are collinear if the slope is the same between each pair of points. Students test a point to see if it is collinear with a pair of points and repeat the test for several points. They keep track of the steps and use them later to build an algorithm and find the solution, “point-tester”, to the equation of the line that contains the points. Students will solve a series of linear equations and use the basic rules of algebra to find the “best” form of linear equations for a given situation. Students then explore the relationship between a series of equations and the intersection points of their graphs. Students will also look at a few applications of lines and solve inequalities of one and two variables. Through this unit, students gain more experience working with lines, their equations, and their graphs.

Scope, Sequence & Assignments – Integrated Mathematics II

In this unit, students are building upon their mathematical knowledge through the exploration of various graphs and lines. Students will learn how information can be displayed as an algebraic expression/equation and visually, as in a graph. They will utilize graphs as tools to better understand how to solve equations and/or inequalities. One particular assignment asks students to compare and contrast the solutions of inequalities and solutions of equations, while explaining the characteristics of their relative graphs. In doing so, students will be able to see the relationship between graphs and equations/inequalities.

- Exponents and Functions
- Statistics and Fitting Lines

In this unit, students are tasked with using their judgment to decide the best method of representing data to answer certain questions. Using Statistical Data students explore a variety of methods for displaying and analyzing data and encourage them to draw informed conclusions regarding the data. Students use some basic statistical concepts (such as mean, median, and mode), and learn to represent data using histograms, stem-and-leaf displays, box-and-whisker plots, and scatter plots. With the use of data, students will also consider tables of numbers which follow a trend instead of a specific algebraic rule. These types of tables often come from data collected in experiments or surveys. There is usually no useful simple function that fits such data exactly. Therefore, students also study functions that approximate data. The "basics" of functions are introduced, and students learn that the concept of a function is a "predictable" machine that always produces the same output for a particular input. Students will first generate their own rules, given sets of inputs and outputs. Students then are able to generate tables, algebraic expressions and ultimately graphs. Students will use formal algebra for expressing rules (such as f(x) notations and the concept of domain). Students will work with functions and nonfunctions alike. Students will also revisit the basic habit of extending patterns and concepts to generate new mathematical knowledge, such as finding sensible definitions for zero and negative exponents. Lastly, students are introduced to recursive rules and will use these rules to describe some tables.

After being introduced to functions and independently exploring their uses, one assignment in this unit gives students a list of scenarios/situations. Upon further investigation of these scenarios, students are expected to determine whether or not they are functions. Based on their answers, students are then asked to explain what a function is and why these scenarios qualify as functions. Furthermore, students are expected to come up with their own situation that can be represented as a function while identifying the dependent and independent variables in their equation.

- Introduction to Geometry
- Congruence and Transformations

This unit also encourages students to articulate their ideas clearly, give precisely reasoned arguments, and discuss and refine their ideas with other students as they investigate through their introduction of Geometry. Students are required to visualize objects and draw two-dimensional and three-dimensional objects. Such figures will be drawn by students by a set of directions or by naming the features of the objects (parallel lines, right angles, symmetry). Students will discover the difference between a drawing and a geometric construction. They construct triangles and look for invariants in their angle measures, construct perpendicular bisectors to reflect points over a line, and perform many other constructions both with compass and straightedge and with paper folding. Lastly, students will have an opportunity to use geometry software. Through Cartesian coordinates, students have the opportunity to translate the theorems that have been studying in geometry in to specific algebraic calculations. By looking at geometry through the lens of algebra, students develop insights into both fields. By looking at congruence-preserving transformations (reflections, rotations, and translations), students can develop a deeper understanding of congruence. Students will investigate the triangle congruence postulates and introduces the idea that congruent parts of congruent triangles are congruent, or CPCTC. While students are exploring transformations they will use paper folding and constructions to explore reflections and composition of reflections. Students also generate translations and rotations. Students will lastly study the midpoint and distance formulas, prove whether three points are collinear, and identify parallel and perpendicular lines.

In this unit, students are introduced to geometry concepts. After completing assigned problems that highlight California Common Core Standards in math for this unit, one particular assignment, gives students three of the four coordinates of a rectangle. From the given coordinates, students are asked to find the coordinates of the missing vertex, points that lie in, on, and around the rectangle. To further solidify what they have learned, students are asked extension questions regarding the same given rectangle. Students are asked to find distance, midpoints, and equations of lines that would go through a particular vertex. As they answer these questions, students are justifying their answers through calculations and reasoning.

Scope, Sequence & Assignments – Integrated Mathematics II

Module 1:

Objectives:

1. Search for numerical invariants, such as constant sums, products, differences, or ratios.
2. Identify the invariant relationship that exists between the sums of the measures of the angles of polygons.
3. Identify the invariant relationship that exists when a line parallel to one side of a triangle cuts the other two sides proportionally.
4. Explain that invariants can be numbers, relationships between numbers, shapes, and relationships between shapes.
5. Describe various types of invariants in geometry.
6. Make assumptions and write proofs to understand the need for proof in mathematics.
7. Identify pairs of congruent angles when a transversal cuts parallel lines.
8. Prove that the sum of the angle measures in any triangle is 180°.
9. Use a variety of ways to write and present proofs.
10. Identify the hypothesis and conclusion of a given statement.
11. Write simple triangle congruence proofs.
12. Use the Perpendicular Bisector Theorem and the Isosceles Triangle Theorem to prove that parts of a figure are congruent.
13. Define and classify quadrilaterals.
14. Understand the meaning of always, never, and sometimes in mathematics.
15. Understand the meaning of converse and write the converse of a conditional statement.
16. Understand that a scale factor measures the change in linear dimensions when you scale a picture.
17. Decide whether two figures are well-scaled copies of each other.

Integrated Math 2a Assignments:

- **Lesson 1:** Read Chapter 6.02 pp. 437-443. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 9, 12. Read Chapter 6.03 pp. 444-449. Complete For Discussion #1; Check Your Understanding #3; On Your Own #'s 7, 8. Read Chapter 6.05 pp. 455-461. Complete For You to Do #'s 3, 4, 5; Check Your Understanding #1; On Your Own #3. Read Chapter 6.06 pp. 462-468. Complete For You to Do #1; Check Your

Understanding #2; On Your Own #9. Read Chapter 6.07 pp. 469-476. Complete For You to Do #'s 3, 4; Check Your Understanding #1; On Your Own #8.

- **Lesson 2:** Read Chapter 6.09 pp. 481-486. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 5, 6. Read Chapter 6.10 pp. 487-488. Complete Check Your Understanding #'s 1, 2; On Your Own #3. Read Chapter 6.11 pp. 489-494. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 4, 6. Read Chapter 6.12 pp. 495-498. Complete Check Your Understanding #2; On Your Own #'s 3, 9. Read Chapter 6.13 pp. 499-504. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 10, 12.

- **Lesson 3**: Read Chapter 6.15 pp. 508-510. Complete Check Your Understanding #3; On Your Own #'s 4, 5, 6, 7. Read Chapter 6.16 pp. 511-514. Complete Check Your Understanding #'s 1, 2, 3, 4, 5, 6, 7, 8, 9; On Your Own #'s 12, 18. Read Chapter 6.17 pp. 515-520. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 9, 10, 11, 12, 13, 14, 15, 29. Read Chapter 6.18 pp. 521-523. Complete Check Your Understanding #'s 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13; On Your Own #14.

- **Lesson 4:** Complete Chapter Review pp. 526-527 #'s 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Please see teacher for Chapter 6 Test and complete test. Attach Cornell Notes.

- **Lesson 5:** Read Chapter 7.02 pp. 536-543. Complete For You to Do #2; Check Your Understanding #'s 2, 3; On Your Own #'s 9, 14. Read Chapter 7.03 pp. 544-547. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 6, 7. Read Chapter 7.04 pp. 548-550. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 6, 9. Read Chapter 7.05 pp. 551-556. Complete Check Your Understanding #'s 1, 4; On Your Own #'s 10, 12.

[**CA Common Core Standards**: F-LE 3, G-CO 9, G-CO 10, G-CO 11, G-SRT 1b, G-SRT 2, G-GMD 5, G-GMD 6, MP 1, MP 5, MP 6.]

Module 2:

Objectives:

1. Describe and use methods for constructing enlargements or reductions of shapes.
2. Explain and contrast the ratio method and parallel method for dilation.
3. Investigate proportional relationships in nested triangles.
4. Prove the side-splitter theorems.

5. Identify corresponding parts of similar triangles.

6. Develop and use the AA, SAS, or SSS tests for similarity in triangles.

7. Understand that the ratio between the area of a polygon and the area of a copy of that polygon scaled by the factor r will be r2.

8. Approximate areas of closed curves with linear approximation.

9. Approximate perimeters of closed curves with linear approximation.

10. Establish that the area of a regular polygon is half the perimeter times the apothem.

11. Develop and use the formula A = pr2.

12. Develop and use the formula C = 2pr.

13. Develop an understanding of radian measure as the ratio of the arc length to the radius of the circle.

Assignments:

- **Lesson 6:** Read Chapter 7.07 pp. 561-564. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 5, 10. Read Chapter 7.08 pp. 565-571. Complete For You to Do #'s 3, 4; Check Your Understanding #'s 3, 6; On Your Own #'s 12, 15.

- **Lesson 7:** Read Chapter 7.10 pp. 577-582. Complete Check Your Understanding #'s 1, 2, 3, 4; On Your Own #7. Read Chapter 7.11 pp. 583-586. Complete Check Your Understanding #'s 2, 3; On Your Own #4. Read Chapter 7.12 pp. 587-590. Complete Check Your Understanding #'s 1, 2, 3; On Your Own #'s 7, 11.

- **Lesson 8:** Read Chapter 7.14 pp. 595-599. Complete For You to Do #'s 3, 4; Check Your Understanding #'s 1, 2; On Your Own #9. Read Chapter 7.15 pp. 600-607. Complete For You to Do #5; For Discussion #'s 7, 8; Check Your Understanding #'s 1, 2, 6. Read Chapter 7.16 pp. 608-612. Complete Check Your Understanding #'s 1, 2; On Your Own #8.

- **Lesson 9:** Complete Chapter Review pp. 616-617 #'s 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Please see teacher for Chapter 7 Test and complete test. Attach Cornell Notes. Please see teacher for Midterm Exam and complete the exam.

- **Lesson 10:** Read Chapter 8.02 pp. 626-634. Complete For You to Do #'s 1, 7; Check Your Understanding #'s 1, 2, 3; On Your Own #15. Read Chapter 8.03 pp. 635-640. Complete For You to do #'s 4, 6; Check Your Understanding #'s 1, 2; On Your Own #'s 5, 7. Read Chapter 8.05 pp. 645-649. Complete For You to Do #'s 1, 2, 3, 4, 5; Check Your

Understanding #'s 1, 2; On Your Own #'s 4, 8. Read Chapter 8.06 pp. 650-653. Complete For You to Do #'s 2, 3; Check Your Understanding #4; On Your Own #'s 5, 8. Read Chapter 8.07 pp. 654-660. Complete For You to Do #'s 1, 2, 3; Check Your Understanding #'s 1, 2; On Your Own #8.

[**CA Common Core Standards**: G-SRT 1a, G-SRT 1b, G-SRT 3, G-SRT5, G-C 1, G-C 5, G-GMD 1, G-GMD 5, MP 2, MP 4.]

Module 3

Objectives:

1. Provide and use general theorems on chords and inscribed angles.
2. Recognize the relationship between inscribed angles and their corresponding central angles.
3. Investigate and justify the existence of inscribed and circumscribed circles for triangles.
4. Investigate and prove properties of cyclic quadrilaterals.
5. Apply the theory of proportion to chords, secants, and tangents of circles.
6. State and use the Arithmetic-Geometric Mean Inequality.
7. Prove theorems using similarity.
8. Calculate the distance between two points with given coordinates.
9. Calculate the coordinates of the midpoint of a segment.
10. Find the length of the third side of a triangle given the lengths of two sides and the measure of their included angle.
11. Use the sine, cosine, and tangent functions and their inverses to find missing side lengths and angle measures in triangles.
12. Interpret and use formulas for volumes of prisms, pyramids, cylinders, and cones.
13. Find the areas of cross sections formed when planes intersect with solids under certain conditions.
14. Understand and use Cavalieri's Principle.
15. Prove basic formulas using Cavalieri's Principle.

Assignments:

- **Lesson 11:** Read Chapter 8.09 pp. 666-673. Complete For You to Do #3; Check Your Understanding #'s 1, 3; On Your Own #'s 5, 9. Read Chapter 8.10 pp. 674-679.

Complete For You to Do #7; Check Your Understanding #'s 1, 5; On Your Own #'s 10, 15. Read Chapter 8.11 pp. 680-685. Complete For You to Do #'s 7, 8; Check Your Understanding #'s 1, 2; On Your Own #7. Read Chapter 8.12 pp. 686-692. Complete For You to Do #'s 7, 8, 10, 12; Check Your Understanding #'s 2, 4, 5; On Your Own #'s 6, 8. Read Chapter 8.13 pp. 693-698. Complete For Discussion #'s 3, 4; Check Your Understanding #'s 1, 2; On Your Own #'s 5, 8.

- **Lesson 12:** Complete Chapter Review pp. 700-701 #'s 1, 2, 3, 4, 5, 6, 7, 8. Please see teacher for Chapter 8 Test and complete test. Attach Cornell Notes.

- **Lesson 13:** Read Chapter 9.02 pp. 710-715. Complete For You to Do #3; Check Your Understanding #'s 1, 3; On Your Own #'s 5, 8. Read Chapter 9.03 pp. 716-721. Complete For You to Do #'s 1, 2; Check Your Understanding #'s 2, 4; On Your Own #'s 6, 9, 10. Read Chapter 9.04 pp. 722-727. Complete For You to Do #5; Check Your Understanding #'s 2, 3; On Your Own #'s 4, 6. Read Chapter 9.05 pp. 728-734. Complete For You to Do #'s 7, 8, 9; Check Your Understanding #'s 3, 4; On Your Own #'s 10, 17.

- **Lesson 14:** Read Chapter 9.07 pp. 741-745. Complete For You to Do #'s 1, 2, 3, 5; Check Your Understanding #2; On Your Own #'s 5, 6, 9. Read Chapter 9.08 pp. 746-752. Complete For You to Do #5; Check Your Understanding #'s 1, 2, 3; On Your Own #'s 7, 10, 11. Read Chapter 9.09 pp. 753-759. Complete For You to Do #'s 1, 2, 3; Check Your Understanding #'s 1, 2, 3, 4; On Your Own #10.

- **Lesson 15:** Read Chapter 9.10 pp. 763-768. Complete For You to Do #'s 1, 2, 3; Check Your Understanding #'s 1, 3; On Your Own #'s 4, 5, 6, 9. Read Chapter 9.12 pp. 773-779. Complete For You to Do #2; Check Your Understanding #'s 1, 2; On Your Own #'s 6, 8. Read Chapter 9.13 pp. 780-787. Complete For You to Do #'s 1, 4; Check Your Understanding #'s 2, 3, 4; On Your Own #'s 6, 10, 11. Read Chapter 9.14 pp. 788-794. Complete For You to Do #'s 2, 3, 4; Check Your Understanding #'s 2, 3; On Your Own #'s 4, 5.

[**CA Common Core Standards**: G-CO 10, G-SRT 4, G-SRT 5, G-SRT 6, G-SRT 7, G-SRT 8, G-C 2, G-C 3, G-C 4, G-CPE 4, G-CPE 6, G-GMD 1, G-GMD 3]

Module 4

Objectives:

1. Sketch the graphs of equations in two variables.
2. Use distance and slope relationships to prove geometric results.
3. Evaluate and use the signed power of a point with respect to the circle.

Assignments:

- **Lesson 16:** Complete Chapter Review pp. 796-797 #'s 1, 2, 3, 4, 5, 6, 7, 8, 9, 10,11. Please see teacher for Chapter 9 Test and complete test. Attach Cornell Notes.
- **Lesson 17:** Read Chapter 10.02 pp. 808-813. Complete For You to Do #'s 1, 2; Check Your Understanding #'s 1, 2; On Your Own #'s 7, 13. Read Chapter 10.03 pp. 814-820. Complete For You to Do #1; Check Your Understanding #'s 1, 2; On Your Own #'s 8, 13. Read Chapter 10.04 pp. 821-826. Complete For You to Do #'s 1, 2; Check Your Understanding #2; On Your Own #'s 8, 12.
- **Lesson 18:** Complete Chapter Review pp. 828 #'s 1, 2, 3. Please see teacher for Chapter 10 Test and complete test. Attach Cornell Notes.
- **Lesson 19:** Complete End of Course Study Guide.
- **Lesson 20:** Please see teacher for End of Course on Illuminate.

[**CA Common Core Standards**: A-CDE 1, G-CPE 1, G-CPE 4, MP 4.]

Objectives:

1. Search for numerical invariants, such as constant sums, products, differences, or ratios.
2. Identify the invariant relationship that exists between the sums of the measures of the angles of polygons.
3. Identify the invariant relationship that exists when a line parallel to one side of a triangle cuts the other two sides proportionally.
4. Explain that invariants can be numbers, relationships between numbers, shapes, and relationships between shapes.
5. Describe various types of invariants in geometry.
6. Make assumptions and write proofs to understand the need for proof in mathematics.
7. Identify pairs of congruent angles when a transversal cuts parallel lines.
8. Prove that the sum of the angle measures in any triangle is 180°.
9. Use a variety of ways to write and present proofs.

10. Identify the hypothesis and conclusion of a given statement.
11. Write simple triangle congruence proofs.
12. Use the Perpendicular Bisector Theorem and the Isosceles Triangle Theorem to prove that parts of a figure are congruent.
13. Define and classify quadrilaterals.
14. Understand the meaning of always, never, and sometimes in mathematics.
15. Understand the meaning of converse and write the converse of a conditional statement.
16. Understand that a scale factor measures the change in linear dimensions when you scale a picture.
17. Decide whether two figures are well-scaled copies of each other.

Integrated Math 2b Assignments:

- **Lesson 1**: Read Chapter 6.02 pp. 437-443. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 9, 12. Read Chapter 6.03 pp. 444-449. Complete For Discussion #1; Check Your Understanding #3; On Your Own #'s 7, 8. Read Chapter 6.05 pp. 455-461. Complete For You to Do #'s 3, 4, 5; Check Your Understanding #1; On Your Own #3. Read Chapter 6.06 pp. 462-468. Complete For You to Do #1; Check Your Understanding #2; On Your Own #9. Read Chapter 6.07 pp. 469-476. Complete For You to Do #'s 3, 4; Check Your Understanding #1; On Your Own #8.

- **Lesson 2:** Read Chapter 6.09 pp. 481-486. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 5, 6. Read Chapter 6.10 pp. 487-488. Complete Check Your Understanding #'s 1, 2; On Your Own #3. Read Chapter 6.11 pp. 489-494. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 4, 6. Read Chapter 6.12 pp. 495-498. Complete Check Your Understanding #2; On Your Own #'s 3, 9. Read Chapter 6.13 pp. 499-504. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 10, 12.

- **Lesson 3:** Read Chapter 6.15 pp. 508-510. Complete Check Your Understanding #3; On Your Own #'s 4, 5, 6, 7. Read Chapter 6.16 pp. 511-514. Complete Check Your Understanding #'s 1, 2, 3, 4, 5, 6, 7, 8, 9; On Your Own #'s 12, 18. Read Chapter 6.17 pp. 515-520. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 9, 10, 11, 12, 13, 14, 15, 29. Read Chapter 6.18 pp. 521-523. Complete Check Your Understanding #'s 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13; On Your Own #14.

- **Lesson 4:** Complete Chapter Review pp. 526-527 #'s 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Please

see teacher for Chapter 6 Test and complete test. Attach Cornell Notes.

- **Lesson 5**: Read Chapter 7.02 pp. 536-543. Complete For You to Do #2; Check Your Understanding #'s 2, 3; On Your Own #'s 9, 14. Read Chapter 7.03 pp. 544-547. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 6, 7. Read Chapter 7.04 pp. 548-550. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 6, 9. Read Chapter 7.05 pp. 551-556. Complete Check Your Understanding #'s 1, 4; On Your Own #'s 10, 12.

[**CA Common Core Standards**: F-LE 3, G-CO 9, G-CO 10, G-CO 11, G-SRT 1b, G-SRT 2, G-GMD 5, G-GMD 6, MP 1, MP 5, MP 6.]

Module 2:

Objectives:

1. Describe and use methods for constructing enlargements or reductions of shapes.
2. Explain and contrast the ratio method and parallel method for dilation.
3. Investigate proportional relationships in nested triangles.
4. Prove the side-splitter theorems.
5. Identify corresponding parts of similar triangles.
6. Develop and use the AA, SAS, or SSS tests for similarity in triangles.
7. Understand that the ratio between the area of a polygon and the area of a copy of that polygon scaled by the factor r will be r2.
8. Approximate areas of closed curves with linear approximation.
9. Approximate perimeters of closed curves with linear approximation.
10. Establish that the area of a regular polygon is half the perimeter times the apothem.
11. Develop and use the formula A = pr2.
12. Develop and use the formula C = 2pr.
13. Develop an understanding of radian measure as the ratio of the arc length to the radius of the circle.

Assignments:

- **Lesson 6:** Read Chapter 7.07 pp. 561-564. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 5, 10. Read Chapter 7.08 pp. 565-571. Complete For You to Do #'s 3, 4; Check Your Understanding #'s 3, 6; On Your Own #'s 12, 15.

- **Lesson 7:** Read Chapter 7.10 pp. 577-582. Complete Check Your Understanding #'s 1, 2, 3, 4; On Your Own #7. Read Chapter 7.11 pp. 583-586. Complete Check Your Understanding #'s 2, 3; On Your Own #4. Read Chapter 7.12 pp. 587-590. Complete Check Your Understanding #'s 1, 2, 3; On Your Own #'s 7, 11.

- **Lesson 8:** Read Chapter 7.14 pp. 595-599. Complete For You to Do #'s 3, 4; Check Your Understanding #'s 1, 2; On Your Own #9. Read Chapter 7.15 pp. 600-607. Complete For You to Do #5; For Discussion #'s 7, 8; Check Your Understanding #'s 1, 2, 6. Read Chapter 7.16 pp. 608-612. Complete Check Your Understanding #'s 1, 2; On Your Own #8.

- **Lesson 9:** Complete Chapter Review pp. 616-617 #'s 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Please see teacher for Chapter 7 Test and complete test. Attach Cornell Notes. Please see teacher for Midterm Exam and complete the exam.

- **Lesson 10:** Read Chapter 8.02 pp. 626-634. Complete For You to Do #'s 1, 7; Check Your Understanding #'s 1, 2, 3; On Your Own #15. Read Chapter 8.03 pp. 635-640. Complete For You to do #'s 4, 6; Check Your Understanding #'s 1, 2; On Your Own #'s 5, 7. Read Chapter 8.05 pp. 645-649. Complete For You to Do #'s 1, 2, 3, 4, 5; Check Your Understanding #'s 1, 2; On Your Own #'s 4, 8. Read Chapter 8.06 pp. 650-653. Complete For You to Do #'s 2, 3; Check Your Understanding #4; On Your Own #'s 5, 8. Read Chapter 8.07 pp. 654-660. Complete For You to Do #'s 1, 2, 3; Check Your Understanding #'s 1, 2; On Your Own #8.

[**CA Common Core Standards**: G-SRT 1a, G-SRT 1b, G-SRT 3, G-SRT5, G-C 1, G-C 5, G-GMD 1, G-GMD 5, MP 2, MP 4.]

Module 3:

Objectives:

1. Provide and use general theorems on chords and inscribed angles.
2. Recognize the relationship between inscribed angles and their corresponding central angles.
3. Investigate and justify the existence of inscribed and circumscribed circles for triangles.
4. Investigate and prove properties of cyclic quadrilaterals.
5. Apply the theory of proportion to chords, secants, and tangents of circles.
6. State and use the Arithmetic-Geometric Mean Inequality.
7. Prove theorems using similarity.

8. Calculate the distance between two points with given coordinates.

9. Calculate the coordinates of the midpoint of a segment.

10. Find the length of the third side of a triangle given the lengths of two sides and the measure of their included angle.

11. Use the sine, cosine, and tangent functions and their inverses to find missing side lengths and angle measures in triangles.

12. Interpret and use formulas for volumes of prisms, pyramids, cylinders, and cones.

13. Find the areas of cross sections formed when planes intersect with solids under certain conditions.

14. Understand and use Cavalieri's Principle.

15. Prove basic formulas using Cavalieri's Principle.

Assignments:

- **Lesson 11:** Read Chapter 8.09 pp. 666-673. Complete For You to Do #3; Check Your Understanding #'s 1, 3; On Your Own #'s 5, 9. Read Chapter 8.10 pp. 674-679. Complete For You to Do #7; Check Your Understanding #'s 1, 5; On Your Own #'s 10, 15. Read Chapter 8.11 pp. 680-685. Complete For You to Do #'s 7, 8; Check Your Understanding #'s 1, 2; On Your Own #7. Read Chapter 8.12 pp. 686-692. Complete For You to Do #'s 7, 8, 10, 12; Check Your Understanding #'s 2, 4, 5; On Your Own #'s 6, 8. Read Chapter 8.13 pp. 693-698. Complete For Discussion #'s 3, 4; Check Your Understanding #'s 1, 2; On Your Own #'s 5, 8.

- **Lesson 12:** Complete Chapter Review pp. 700-701 #'s 1, 2, 3, 4, 5, 6, 7, 8. Please see teacher for Chapter 8 Test and complete test. Attach Cornell Notes.

- **Lesson 13:** Read Chapter 9.02 pp. 710-715. Complete For You to Do #3; Check Your Understanding #'s 1, 3; On Your Own #'s 5, 8. Read Chapter 9.03 pp. 716-721. Complete For You to Do #'s 1, 2; Check Your Understanding #'s 2, 4; On Your Own #'s 6, 9, 10. Read Chapter 9.04 pp. 722-727. Complete For You to Do #5; Check Your Understanding #'s 2, 3; On Your Own #'s 4, 6. Read Chapter 9.05 pp. 728-734. Complete For You to Do #'s 7, 8, 9; Check Your Understanding #'s 3, 4; On Your Own #'s 10, 17.

- **Lesson 14:** Read Chapter 9.07 pp. 741-745. Complete For You to Do #'s 1, 2, 3, 5; Check Your Understanding #2; On Your Own #'s 5, 6, 9. Read Chapter 9.08 pp. 746-752. Complete For You to Do #5; Check Your Understanding #'s 1, 2, 3; On Your Own #'s 7,

10, 11. Read Chapter 9.09 pp. 753-759. Complete For You to Do #'s 1, 2, 3; Check Your Understanding #'s 1, 2, 3, 4; On Your Own #10.

- **Lesson 15:** Read Chapter 9.10 pp. 763-768. Complete For You to Do #'s 1, 2, 3; Check Your Understanding #'s 1, 3; On Your Own #'s 4, 5, 6, 9. Read Chapter 9.12 pp. 773-779. Complete For You to Do #2; Check Your Understanding #'s 1, 2; On Your Own #'s 6, 8. Read Chapter 9.13 pp. 780-787. Complete For You to Do #'s 1, 4; Check Your Understanding #'s 2, 3, 4; On Your Own #'s 6, 10, 11. Read Chapter 9.14 pp. 788-794. Complete For You to Do #'s 2, 3, 4; Check Your Understanding #'s 2, 3; On Your Own #'s 4, 5.

[**CA Common Core Standards**: G-CO 10, G-SRT 4, G-SRT 5, G-SRT 6, G-SRT 7, G-SRT 8, G-C 2, G-C 3, G-C 4, G-CPE 4, G-CPE 6, G-GMD 1, G-GMD 3]

Module 4:

Objectives:

1. Sketch the graphs of equations in two variables.
2. Use distance and slope relationships to prove geometric results.
3. Evaluate and use the signed power of a point with respect to the circle.

Assignments:

- **Lesson 16:** Complete Chapter Review pp. 796-797 #'s 1, 2, 3, 4, 5, 6, 7, 8, 9, 10,11.Please see teacher for Chapter 9 Test and complete test. Attach Cornell Notes.
- **Lesson 17:** Read Chapter 10.02 pp. 808-813. Complete For You to Do #'s 1, 2; Check Your Understanding #'s 1, 2; On Your Own #'s 7, 13. Read Chapter 10.03 pp. 814-820. Complete For You to Do #1; Check Your Understanding #'s 1, 2; On Your Own #'s 8, 13. Read Chapter 10.04 pp. 821-826. Complete For You to Do #'s 1, 2; Check Your Understanding #2; On Your Own #'s 8, 12.
- **Lesson 18:** Complete Chapter Review pp. 828 #'s 1, 2, 3. Please see teacher for Chapter 10 Test and complete test. Attach Cornell Notes.
- **Lesson 19:** Complete End of Course Study Guide.
- **Lesson 20:** Please see teacher for End of Course on Illuminate

[**CA Common Core Standards**: A-CDE 1, G-CPE 1, G-CPE 4, MP 4.]

Scope, Sequence & Assignments- Chemistry

Discipline: Science

Grade level: 10th

Title of courses: Chemistry 1, 2

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Next Generation Science Standards

Textbook & additional resources: CA Inspire Chemistry (2020)

Author: McGraw Hill

Course Overview:

Through independent problem-solving activities, laboratory exercises, teacher demonstrations, guided instruction, and discussions, text and supplementary readings, and homework assignments, students will explore how chemists in the real-world attempt to solve problems and how the chemical aspects of their environment interact and can be controlled to benefit their daily lives. Emphasis is placed on the in-depth study of chemical topics and involves a more rigorous and mathematically oriented study. Development of the major concepts of matter and the changes which matter undergoes, atomic structure, chemical bonding, chemical reactions, and behavior of solutions is enhanced by laboratory experimentation, critical thinking, and problem-solving activities.

The laboratory component of the course involves students in techniques that are specific to principles of chemistry. Technology is infused throughout the curriculum. All student activities have clearly defined goals for both the content material covered and the thinking skills involved. Laboratory activities are to have clearly labeled safety precautions and hazardous waste disposal procedures. This course is designed for students who have demonstrated considerable interest and outstanding achievement in science and math and is intended to help students meet the Next Generation Science Standards.

The students will take a comprehensive end of course exam. The exam will incorporate all aspects of the course including lab assignments.

Chemistry 1: Lab #1: Freezing and Melting of Water

Materials:

- Chromebook, computer, or mobile device

- Graphical Analysis app
- Go Direct Temperature
- ring stand
- utility clamp
- 10 mL graduated cylinder
- 400 mL beaker
- test tube
- stirring rod
- salt
- ice
- distilled water
- tap water

Freezing temperature, the temperature at which a substance turns from liquid to solid, and melting temperature, the temperature at which a substance turns from a solid to a liquid, are characteristic physical properties. In this experiment, the cooling and warming behavior of a familiar substance, water, will be investigated. By examining graphs of the data, the freezing and melting temperatures of water will be determined and compared.

Chemistry 1: Lab #2: Conductivity of Solutions

Materials:

- Chromebook, computer, or mobile device
- Graphical Analysis app
- Go Direct Conductivity
- Stir Station
- magnetic stir bar
- Electrode Support
- 1.0 M NaCl
- 1.0 M AlCl3
- 1.0 M CaCl2
- stirring rod
- 100 mL beaker
- distilled water
- wash bottle
- tissue

In this experiment, you will study the effect of increasing the concentration of an ionic compound on conductivity. Conductivity will be measured as concentration of the solution is gradually

increased by the addition of concentrated NaCl drops. The same procedure will be used to investigate the effect of adding other solutions with the same concentration (1.0 M), but different numbers of ions in their formulas: aluminum chloride, $AlCl_3$, and calcium chloride, $CaCl_2$. The Conductivity Probe will be used to measure the conductivity of the solution. Conductivity is measured in micro siemens per centimeter (μS/cm).

Chemistry 1: Lab #3: Types of Reactions

Materials:

- 2 Bunsen burners
- 2 transfer pipettes
- small spoonful Na_2CO_3
- 2 strikers
- evaporating dish
- 20 drops 1 M $CuSO_4$ solution
- 2 tweezers
- 4 test tubes
- 10 drops 0.1 M Kl solution
- Sandpaper
- 3 test tube holders
- 10 drops 0.1 M $Pb(NO_3)_2$ solution
- Spatula
- 3 in. copper wire
- 2 Bunsen burners

For this experiment, students will carry out four different reactions. For each, students will be given at least one of the following pieces: reactant(s), product(s), or type of reaction. Students will then complete an experiment to determine the remaining pieces.

Chemistry 1: Writing Assignment – Secrets of Cremona Violins Research Paper

Students will read the article "Secrets of the Cremona Violins." After reading the article, students will write a two to three-page essay, answering the essential question:

"*How do modern violins compare to those produced in Cremona, Italy?"*

Students must discuss what made Stradivari's violins so unique and their sound so exquisite. Dr. Joseph Nagyvary, a professor of biochemistry at Texas A&M University, thinks he has discovered the key to the vio-lins' sound hidden in the chemistry of their materials.

Chemistry 1: Lab #4: Boyle's Law – Pressure Volume Relationship in Gases

Materials:

- Chromebook, computer, or mobile device
- Graphical Analysis app
- Go Direct Gas Pressure
- 20 mL gas syringe

The primary objective of this experiment is to determine the relationship between the pressure and volume of a confined gas. The gas we use will be air, and it will be confined in a syringe connected to a gas pressure sensor (see Figure 1). When the volume of the syringe is changed by moving the piston, a change occurs in the pressure exerted by the confined gas. This pressure change will be monitored using a gas pressure sensor. It is assumed that temperature will be constant throughout the experiment. Pressure and volume data pairs will be collected during this experiment and then analyzed. From the data and graph, you should be able to determine what A kind of mathematical relationship exists between the pressure and volume of the confined gas. Historically, this relationship was first established by Robert Boyle in 1662 and has since been known as Boyle's law.

Chemistry 2 Lab #1: Household Acids and Bases

Materials:

- Chromebook, computer, or mobile device
- Graphical Analysis app
- Go Direct pH
- Stir Station
- Electrode Support
- wash bottle
- distilled water
- sensor soaking solution
- household solutions
- 7 small test tubes
- test-tube rack
- red and blue litmus paper
- paper towel
- stirring rod
- red cabbage juice
- 250 mL beaker

In this experiment, students will use litmus and a pH Sensor to determine the pH values of

household
substances.

Chemistry 2 Lab #2: Titration

Materials:

- 2 burets, 25 mL
- 2 ring stands
- 2 buret clamps
- 2 beakers, 100 mL
- Water bottle with deionized water
- Wax pencil
- Stir plate
- 3 stir bars
- 3 Erlenmeyer flasks, 50 mL
- Dropper
- 0.200 M NaOH in a 100 mL graduated cylinder
- HCl solution (unknown molarity) in a 100 mL graduated cylinder
- Phenolphthalein indicator

Using a 0.200 M solution of NaOH, students will titrate until they neutralize a sample of HCl acid solution. Then they will calculate the unknown concentration of the HCl solution. They will repeat this procedure three times and find the average concentration.

Chemistry 2 Lab #3: Time-Release Vitamin C Tablets

Materials:

- Chromebook, computer, or mobile device
- Graphical Analysis app
- Go Direct pH
- Stir Station and magnetic stirring bar
- Electrode Support
- 400 mL beaker
- 100 mL graduated cylinder
- one 500 mg regular vitamin C tablet
- one 500 mg timed-release vitamin C tablet
- distilled water
- wash bottle

By slowly releasing a vitamin or a medicine throughout the day, timed-release tablets offer a simple

alternative to multiple doses. There are several different methods used to achieve the timed-release effect. One common method involves covering the medicine with a polymer coating that allows it to slowly permeate into the body. In this lab students will compare the behavior of timed-release vitamin C tablets with regular vitamin C tablets when each is added to distilled water.

Chemistry 2 Lab #4: Half-Life (Edgenuity – Virtual Lab)

Materials:

- Chromebook, computer or mobile device

In this lab students will first predict the decay pattern of 100 atoms of a fictional radioactive element "Lincolnium," which decays to "Memorium." Then they will simulate and analyze that pattern.

Scope, Sequence & Assignments- Chemistry

Chemistry 1 Assignments:

Module 1: Textbook: CA Inspire Chemistry (2020): Structure and Properties of Matter

Objectives:

1. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy levels of atoms.

2. Construct and revise and explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

3. Use mathematical representation to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

4. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale during the process of fission, fusion, and radioactive decay.

5. Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.

6. Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interactions.

7. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.

8. Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model of a particle model, and hat for some situations one model is more useful than the other.

9. Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.

10. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.

11. Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.

Assignments:

Pre-Assessment: Log in to Illuminate to complete the Chemistry Pre-Assessment.

Activity 1.1: Matter – Properties and Change – Complete all guided practice and other assigned activities.

Activity 1.2: The Structure of the Atom – Complete all guided practice and other assigned activities.

Activity 1.3: Electrons in Atoms – Complete all assigned activities.

Activity 1.4: The Periodic Table and Periodic Law – Complete all assigned activities.

Activity 1.5: Lab: Freezing and Melting of Water – Complete all assigned activities.

Activity 1.6: Module 1 Writing Assignment: Secrets of the Cremona Violins – Complete all assigned activities.

Activity 1.7: Module 1 Project – Choose a Module 1 Project and complete all assigned activities.

Activity 1.8: Learning Check 1 – Log in to Illuminate.online and complete the learning check.

Standards:

(NGSS: HS-PS1-2, HS-PS1-3, HS-PS1-4, HS-PS2-6) (CCSS ELA: WHST.11-12.2, WHST.11-12.5, WHST.11-12.7, WHST.11-12.8, WHST.11-12.9, SL.11-12.5, RST.11-12.1) (CCSS Math: N-Q.1-3) (ELD Standards: Part I, B, 6; C, 10, 11, 12; Part II, A, 1, 2; B, 3, 4, 5; C, 6, 7)

Module 2: Textbook: CA Inspire Chemistry (2020): Chemical Bonding and Reactions

Objectives:

1. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost election states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

2. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles

3. Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.

4. Use mathematical representation of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.

5. Communicate scientific and technical information about why the molecular-level structure in important in the functioning of designed materials.

6. Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.

7. Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.

8. Use mathematical representation to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

Assignments:

Activity 2.1: Ionic Compounds and Metals – Complete all guided practice and other assigned activities.

Activity 2.2: Covalent Bonding – Complete all guided practice and other assigned activities.

Activity 2.3: Chemical Reactions – Complete all guided practice and other assigned activities.

Activity 2.4: The Mole – Complete all guided practice and other assigned activities.

Activity 2.5: Stoichiometry – Complete all guided practice and other assigned activities.

Activity 2.6: Lab: Conductivity of Solutions – Complete all assigned activities.

Activity 2.7: Lab: Types of Reactions – Complete all assigned activities.

Activity 2.8: Module 2 Project – Choose a Module 2 Project and complete all assigned activities.
Activity 2.9: Learning Check 2 – Log in to Illuminate.online and complete the learning check.

Standards:

(NGSS: HS-PS1-2, HS-PS1-3, HS-PS1-6, HS-PS1-7, HS-PS2-6, HS-PS3-2, HS-ETS1-2, HS-ETS1-3) (CCSS ELA: RST.11-12.1, SL.11-12.5, WHST.9-12.2, WHST.9-12.7, WHST.11-12.8, WHST.9-12.9) (CCSS Math: MP.2, MP.4, N-Q.A.1, N-Q.A.2, N-Q.A.3, N-Q.1-3) (ELD Standards: Part I, B, 6; C, 10, 12; Part II, A, 1, 2; B, 3, 4, 5; C, 6, 7)

Module 3: Matter, Energy, and Equilibrium

Objectives:

1. Plan and conduct an investigation to gather evidence to compare the substances at the bulk scale to infer the strength of electrical forces between particles.

2. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.

3. Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.

4. Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.

5. Develop and use models to illustrate that energy at the macroscopic scale can be account for as either motions of particles or energy stored in fields.

6. Plan and conduct an investigation to provide evidence that the transfer or thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).
7. Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

Assignments:

Activity 3.1: States of Matter - Complete all guided practice and other assigned activities.

Activity 3.2: Gases – Complete all guided practice and other assigned activities.

Activity 3.3: Energy and Chemical Change – Complete all guided practice and other assigned activities.

Activity 3.4: Reaction Rates – Complete all guided practice and other assigned activities.

Activity 3.5: Chemical Equilibrium – Complete all guided practice and other assigned activities.
Activity 3.6: Lab: Boyle's Law – Pressure Volume Relationships in Gases – Complete all assigned activities.

Activity 3.7: Learning Check 3 – Log in to Illuminate online and complete the learning check.

Activity 3.8: Module 3 Project – Choose a Module 3 Project and complete all assigned activities.

Standards:

(NGSS: HS-PS1-1, HS-PS1-2, HS-PS1-3, HS-PS1-8, HS-PS2-6, HS-PS3-4, HS-PS4-4) (CCSS ELA: RST.9-10.7, RST.9-10.8, RST-11-12.1, RST.11-12.7, RST.11-12.8; WHST.11-12.2, WHST.11-12.5, WHST.11-12.8) (CCSS Math: MP.4, N-Q.1-3) (ELD Standards: Part I, B, 6; C, 10, 11, 12; Part II, A, 1, 2; B, 3, 4, 5; C, 6, 7)

Module 4: End of Course Assignments

Activity 4.1: Study Guide – Complete all assigned activities within the study guide provided by the teacher.
Activity 4.2: End of Course Exam – Log in to Illuminate online and complete the end of course exam

Chemistry 2 Assignments:

Text: CA Inspire Chemistry (2020)

Module 1: Matter and Energy

Objectives:

1. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
2. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.
3. Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.
4. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.

Assignments:

Pre-Assessment: Log in to Illuminate to complete the Chemistry 2 Pre-Assessment.

Activity 1.1: Mixtures and Solutions – Complete all guided practice and other assigned activities.

Activity 1.2: Acids and Bases – Complete all guided practice and other assigned activities.

Activity 1.3: Lab: Household Acids and Bases – Complete all assigned activities.

Activity 1.4: Lab: Titration – Complete all assigned activities.

Activity 1.5: Lab: Time-Release Vitamin C Tablets – Complete all assigned activities.

Activity 1.6: Module 1 Project – Choose a Module 1 project and complete all assigned activities.

Activity 1.7: Learning Check 1 – Log in to Illuminate online and complete the learning check.

Standards:

(NGSS: HS-PS1-2, HS-PS1-3, HS-PS1-4, HS-PS2-6) (CCSS ELA: WHST.11-12.2, WHST.11-12.5, WHST.11-12.7, WHST.11-12.8, WHST.11-12.9, SL.11-12.5, RST.11-12.1) (CCSS Math: N-Q.1-3) (ELD Standards: Part I, B, 6; C, 10, 11, 12; Part II, A, 1, 2; B, 3, 4, 5; C, 6, 7)

Module 2: Chemical Reactions in Everyday Life

Objectives:

1. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
2. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.
3. Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.
4. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.
5. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.
6. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motion of particles (objects) and energy associated with the relative positions of particles (subjects).
7. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
8. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

Assignments:

Activity 2.1: Redox Reactions – Complete all guided practice and other assigned activities.

Activity 2.2: Electrochemistry – Complete all guided practice and other assigned activities.

Activity 2.3: Module 2 Project – Choose a Module 2 Project and complete all assigned activities.

Activity 2.4: Learning Check 2 – Log in to Illuminate online and complete the learning check.

Standards:

(NGSS: HS-PS1-2, HS-PS1-3, HS-PS1-6, HS-PS1-7, HS-PS2-6, HS-PS3-2, HS-ETS1-2, HS-ETS1-3) (CCSS ELA: RST.11-12.1, SL.11-12.5, WHST.9-12.2, WHST.9-12.7, WHST.11-12.8, WHST.9-12.9) (CCSS Math: MP.2, MP.4, N-Q.A.1, N-Q.A.2, N-Q.A.3, N-Q.1-3) (ELD Standards: Part I, B, 6; C, 10, 12; Part II, A, 1, 2; B, 3, 4, 5; C, 6, 7)

Module 3: Organic and Nuclear Chemistry

Objectives:

1. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.
2. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
3. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.
4. Develop models to illustrate the changes in the composition of the nucleus of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
5. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed material.
6. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).
7. Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.

Assignments:

Activity 3.1: Substituted Hydrocarbons and Their Reactions: Complete all guided practice and other assigned activities.

Activity 3.2: The Chemistry of Life – Complete all guided practice and other assigned activities.

Activity 3.3: Nuclear Chemistry – Complete all guided practice and other assigned activities.

Activity 3.4: Lab: Half-Life – Complete all assigned activities.

Activity 3.5: Learning Check 3 – Log in to Illuminate and complete the learning check.

Activity 3.6: Writing Assignment – Nuclear Energy: Friend or Foe? Argumentative Essay

Activity 3.7: Module 3 Project – Choose a Module 3 Project and complete all assigned activities.

Standards:

(NGSS: HS-PS1-1, HS-PS1-2, HS-PS1-3, HS-PS1-5, HS-PS1-8, HS-PS2-6, HS-PS3-4, HS-PS4-4) (CCSS ELA: RST.9-10.7, RST.9-10.8, RST-11-12.1, RST.11-12.7, RST.11-12.8; WHST.11-12.2,

WHST.11-12.5, WHST.11-12.8) (CCSS Math: MP.2, MP.4, N-Q.1-3) (ELD Standards: Part I, B, 6; C, 10, 11, 12; Part II, A, 1, 2; B, 3, 4, 5; C, 6, 7)

Module 4: End of Course Assignments

Activity 4.1: Study Guide – Complete all assigned activities within the study guide provided by the teacher.

Activity 4.2: End of Course Exam – Log in to Illuminate online and complete the end of course exam

Scope, Sequence & Assignments - World History, Geography & Economics

Discipline: History/Social Science

Grade level: 10th

Title of courses: World History 1, 2

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Common Core State Standards: History/Social Science

Textbook & additional resources: World History Voyages of Exploration (2021)

Authors: Kenneth R. Curtis

Course Overview:

This course covers the major strands of history, geography, economics, culture, ethics, and sociopolitical history. The course includes major turning points in modern world history including the Glorious, American and French Revolutions, the Industrial Revolution, the rise of Imperialism, the First and Second World Wars and intervening Russian Revolution and global depression, the Cold War, the end of colonialism with a focus on the Middle East and subsequent events related to the Arab-Israeli conflict, the end of the Cold War and the collapse of communism in Eastern Europe, and the rise of globalization.

Students in World History 1, 2 will demonstrate knowledge and skills as they work toward these goals:

- Students will become complex thinkers who can understand major global trends and forces that have shaped the world since the 1700's, apply knowledge to new situations and other learning, understand the consequences of their choices, and solve problems creatively.
- Students will become academically proficient, and literate as demonstrated by the current California state standards, understand, and analyze primary source documents, and research and prepare written essays.
- Students will become life-long learners through mastery of the core social studies skills including synthesis and analysis.

- Students will develop and sustain self-motivation through setting goals, managing their time, taking charge of their education, producing quality independent work, and actively contributing to their learning environment.
- Students will explain the roots, fundamental principles, moral values, and formation of western political ideology, beginning with Greek and Roman philosophy and emphasizing the democratic revolutions in England, the United States and France.
- Students will evaluate the impact of industrialization on major European countries, the United States and Japan.
- Students will analyze and evaluate the spread of European colonialism and its impact on Asia, Africa, and Latin America.
- Students will examine and evaluate the rise of communism and fascism as twentieth century ideologies and their impact on populations in Europe and Asia.
- Students will analyze the causes and effects of the First and Second World Wars.
- Students will evaluate and analyze the origins of the Cold War and the resulting regional conflicts brought about by the competing ideologies of communism and capitalist democracy, and the resulting division of Europe into communist and non-communist camps.
- Students will evaluate the reasons for and consequences of globalization and the increasingly integrated global economy.

Close Reading:

Approaching: Student will engage in the text with a graphic organizer to help student make historic connections.
Meets: Student will engage with the text and make historic connections through Historical Thinking Questions.
Exceeds: Student will demonstrate their advance social studies skills be answering the Historical Thinking Questions at the end of the Chapter.

Working with Visuals and Sources:

Approaching: Student will develop their interpreting and analyzing of visuals and sources on Brain Pop.
Meets: Student will have the opportunity to interpret visuals, interpret graphs, analyze visuals, and analyze sources.
Exceeds: Student will have the opportunity to dive deeper with a variety of visuals and sources.

Scope, Sequence & Assignments - World History, Geography & Economics

Social Studies Skills:
Student will learn valuable social study skills like drawing conclusions, identifying problems and solutions, analyzing language use, comparing and contrasting, analyzing cause and effect, making inferences, and determining chronology.

Making History Relevant:
Approaching: Student will access Achieve to read an article at their Lexile level.
Meets: Student will have the opportunity to reflect on history on how it influences their life, argue and support their opinion, and imagine experiencing a historic experience.
Exceeds: Student will explore their history in an Inquiry Based Learning Project.

Mini DBQ:
Student will use the Document Based Question approach to analyze historical topics with the aid of the provided sources, or "documents," as evidence.

Academic Debate: Student will evaluate a topic and take a position after researching both sides. They will have options to show their knowledge of the topic, present their findings and viewpoint, and persuade their classmates. They will complete a collaborative assignment by recording a short video summarizing their position and responding to one or more classmates with an opposing view.

Module Wrap Up:
Module Study Guide: Student builds their end of course study guide for final exam.
Unit Wrap Up: Student will reflect on the module.
Learning Check: The student will demonstrate social studies skills. They learned in the module.
Student-Teacher Conference: A student-teacher conference will help the student identify areas of strength and growth.

Projects for Inquiry-Based Learning
Students will have a choice to complete inquiry-based projects.

Illuminate EOC Exam Study Guide
Student will complete the study guide throughout the course and review it to prepare for the EOC Exam.

Illuminate EOC Exam
Student will demonstrate their context knowledge and skills in the Illuminate EOC Exam.

I. Europe in the Age of Scientific Revolution

1. Europe's Struggle for Stability

2. Scientific Advances
3. Practical Science

- Social Studies Skills: Identify Problems and Solutions

II. European Enlightenment

1. Reason and Society
2. Belief in Progress

- Social Studies Skills: Making Inferences
- Mini DBQ: Government and Natural Rights: How did Enlightenment philosophers apply their ideas about natural rights to government?

III. Political Revolution

1. Revolutions in the West
2. Napoleon
3. Wars for Liberation

- Social Studies Skills: Draw Conclusions
- Mini DBQ: Portraits of Power: How are the three portraits similar and different from each other?

IV. Industrial Revolution

1. Industry and Workers
2. Global Context and Impact
3. Asian Tensions in the Industrial Age

- Social Studies Skills: Determine Chronology

V. Changes in the Americas

1. North America After Industrialization
2. Latin America After Industrialization
3. Rebellion and Reform

- Social Studies Skills: Draw Conclusions
- Mini DBQ: Labor and Profit in Latin America: How did the plight of workers and owners in 19th-century Latin America differ?

VI. The New Imperialism

1. Dividing and Dominating
2. Targeting the Pacific

- Social Studies Skills: Synthesize

VII. The First World War and 20th Century Revolutions

1. Total War and Its Causes
2. The Great War's Consequences
3. Revolutions in Russia and China
4. Revolution in Mexico

- Social Studies Skills: Compare and Contrast

VIII. Economic Depression and Authoritarian Regimes

1. The Twenties
2. Dictatorships
3. Nationalism and Colonial Resistance
4. The Road to War

- Social Studies Skills: Compare and Contrast
- Mini DBQ: On Progress and Civilization: How and why are the two leaders' opinions about civilization both similar and different?

IX. The Second World War

1. The Allied and Axis Powers
2. Total War
3. The Holocaust and the Legacy of War

- Social Studies Skills: Identify Main Ideas and Details
- Academic Debate: Were the German people complicit in Hitler's war crimes during WWII or were they his first victims?

X. Global War and Global Upheaval

1. Superpowers in the Arms Race
2. Communism
3. Colonies Seek Independence

4. Wars in Asia and Global Crisis

- Social Studies Skills: Determine Chronology

XI. Conflicts and Transformations

1. Soviet Collapse
2. Global Democratic Possibilities
3. The Middle East
4. Promises and Challenges of Globalization

- Social Studies Skills: Analyze Cause and Effect
- Mini DBQ: On Nonviolence: How, why, and when was nonviolent protest used in the 20th century?

XII. A Global 21st Century

1. The Political Picture
2. The Economic Picture
3. Science and Technology
4. Visions for the Future

- Social Studies Skills: Making Inferences

End of Course comprehensive exam on Illuminate

- Comprehensive exams for each semester course
- Students must pass the final exam to receive course credit

Scope, Sequence & Assignments - World History, Geography & Economics

World History 1:

Module 1: World History Voyages of Exploration (2021).

Objectives:

1. Close Reading- students will engage with the text and make historic connections through Historical Thinking Questions.
2. Working with Visuals and Sources- students will have the opportunity to interpret visuals, interpret graphs, analyze visuals, and analyze sources.
3. Social Studies Skills- Students will learn valuable social study skills like drawing conclusions, identifying problems and solutions, analyzing language use, comparing and contrasting, analyzing cause and effect, making inferences, and determining chronology.
4. Making History Relevant- students will have the opportunity to reflect on history on how it influences their life, argue and support their opinion, and imagine experiencing a historic experience.
5. Document Based Question- students will use the Document Based Question approach to analyze historical topics with the aid of the provided sources, or "documents," as evidence.

Assignments:

- Topic 1: Textbook pp. 538-560. Chapter 19 - Europe in the Age of Scientific Revolution. Complete all activities listed in the lesson guide.
- Topic 2: Textbook pp. 562-578. Chapter 20 - European Enlightenment. Complete all activities listed in the lesson guide.
- Topic 3: Textbook pp. 580-606. Chapter 21 - Political Revolution. Complete all activities listed in the lesson guide.
- Module 1 Study Guide and Wrap Up: Complete all activities listed in the lesson guide.
- Module 1 Illuminate Learning Check and Student-Teacher Conference: Complete all activities listed in the lesson guide.

[CCSS.HSS Content Standard: 10.1 10.1.1, 10.1.2, 10.1.3, 10.2, 10.2.1, 10.2.3, 10.2.4, 10.2.5]

[CCSS.HSS Analysis Skills: CST 1, CST 2, CST 3, HREP 1, HREP 2, HREP 3, HREP 4, HI 1, HI 2, HI 3, HI 4, HI 5, HI 6]

[CCSS.ELA-LITERACY: RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, RH.9-10.7, RH.9-10.8, RH.9-10.9, RH.9-10.10, WHST.9-10.1, WHST.9-10.1.A, WHST.9-10.1.B, WHST.9-10.1.C, WHST.9-10.1.D, WHST.9-10.1.E, WHST.9-10.2, WHST.9-10.2.A, WHST.9-10.2.B, WHST.9-10.2.C,

WHST.9-10.2.D, WHST.9-10.2.E, WHST.9-10.2.F, WHST.9-10.3, WHST.9-10.4, WHST.9-10.5, WHST.9-10.6, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, WHST.9-10.10]

[ELD Standards: Part 1, A, 1, 3, 4; Part 1, B, 6, 7; Part 1, C, 10, 11, 12; Part 2, B, 3, 4; Part 2, C, 6, 7]

Module 2: World History Voyages of Exploration (2021).

Objectives:

1. Close Reading- students will engage with the text and make historic connections through Historical Thinking Questions.
2. Working with Visuals and Sources- students will have the opportunity to interpret visuals, interpret graphs, analyze visuals, and analyze sources.
3. Social Studies Skills- Students will learn valuable social study skills like drawing conclusions, identifying problems and solutions, analyzing language use, comparing and contrasting, analyzing cause and effect, making inferences, and determining chronology.
4. Making History Relevant- students will have the opportunity to reflect on history on how it influences their life, argue and support their opinion, and imagine experiencing a historic experience.
5. Document Based Question- Students will use the Document Based Question approach to analyze historical topics with the aid of the provided sources, or "documents," as evidence.

Assignments:

- Topic 4: Textbook pp. 614-640. Chapter 22 Industrial Revolution. Complete all activities listed in the lesson guide.
- Topic 5: Textbook pp. 642-664. Chapter 23 Changes in the Americas. Complete all activities listed in the lesson guide.
- Topic 6: Textbook pp. 666-686. The New Imperialism. Complete all activities listed in the lesson guide.
- Module 2 Study Guide and Wrap Up: Complete all activities listed in the lesson guide.
- Module 2 Illuminate Learning Check and Student-Teacher Conference: Complete all activities listed in the lesson guide.

[CCSS.HSS Content Standard: 10.3, 10.3.1, 10.3.2, 10.3.3, 10.3.4, 10.3.5,10.3.6, 10.3.7, 10.4, 10.4.1, 10.4.2, 10.4.3, 10.4.4]

[CCSS.HSS Analysis Skills: CST 1, CST 2, CST 3, HREP 1, HREP 2, HREP 3, HREP 4, HI 1, HI 2, HI 3, HI 4, HI 5, HI 6]

[CCSS.ELA-LITERACY: RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, RH.9-10.7, RH.9-10.8, RH.9-10.9, RH.9-10.10, WHST.9-10.1, WHST.9-10.1.A, WHST.9-10.1.B, WHST.9-10.1.C, WHST.9-10.1.D, WHST.9-10.1.E, WHST.9-10.2, WHST.9-10.2.A, WHST.9-10.2.B, WHST.9-10.2.C, WHST.9-10.2.D, WHST.9-10.2.E, WHST.9-10.2.F, WHST.9-10.3, WHST.9-10.4, WHST.9-10.5, WHST.9-10.6, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, WHST.9-10.10]

[ELD Standards: Part 1, A, 1, 3, 4; Part 1, B, 6, 7; Part 1, C,10, 11, 12; Part 2, B, 3, 4; Part 2, C, 6, 7]

Module 3: World History Voyages of Exploration (2021).

Objectives:

1. Inquiry-Based Project - students will develop abilities to analyze, synthesize and evaluate information.
2. Inquiry-Based Project - students will investigate and demonstrate their knowledge in an inquiry-based summative performance task and present their findings.
3. Illuminate EOC Exam Study Guide - students will review the course and prepare for the Illuminate EOC Exam by completing the study guide.
4. Illuminate EOC Exam - students will complete the Illuminate EOC Exam to assess the knowledge and skills gained from the course.

Assignments:

- Inquiry-Based Project: Complete all activities listed in the lesson guide.
- Illuminate EOC Exam Study Guide: Complete all activities listed in the lesson guide.
- Illuminate EOC Exam: Take the closed book End of Course Exam in class. See your teacher for the exam. Return all textbooks and course materials.

[CCSS.HSS Content Standard: 10.2, 10.2.1, 10.2.2, 10.2.3, 10.2.4, 10.3, 10.3.4, 10.4, 10.4.1, 10.4.3, 10.4.4, 10.7.1, 10.7.3]

[CCSS.ELA-LITERACY.RH.9-10.1, RH.9-10.5, RH.9-10.6, RI.9-10.10b, WHST.9-10.1, WHST.9-10.2, WHST.9-10.2.A, WHST.9-10.2.B, WHST.9-10.2.C, WHST.9-10.2.D, WHST.9-10.2.E, WHST.9-10.2.F, WHST.9-10.4 , WHST.9-10.5, WHST.9-10.6, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9]

[ELD Standards: Part 1, A, 1, 3, 4; Part 1, B, 6, 7; Part 1, C,10, 11, 12; Part 2, B, 3, 4; Part 2, C, 6, 7]

World History 2:

Module 1: World History Voyages of Exploration (2021).

Objectives:

1. Close Reading- students will engage with the text and make historic connections through Historical Thinking Questions.
2. Working with Visuals and Sources- students will have the opportunity to interpret visuals, interpret graphs, analyze visuals, and analyze sources.
3. Social Studies Skills- students will learn valuable social study skills like drawing conclusions, identifying problems and solutions, analyzing language use, comparing and contrasting, analyzing cause and effect, making inferences, and determining chronology.
4. Making History Relevant- students will have the opportunity to reflect on history on how it influences their life, argue and support their opinion, and imagine experiencing a historic experience.
5. Document Based Question- students will use the Document Based Question approach to analyze historical topics with the aid of the provided sources, or "documents," as evidence.

Assignments:

- Topic 1: Textbook pp. 694-730. Chapter 25 - The First World War and 20th-Century Revolutions. Complete all activities listed in the lesson guide.
- Topic 2: Textbook pp. 734-762. Chapter 26 - Economic Depression and Authoritarian Regimes. Complete all activities listed in the lesson guide.
- Topic 3: Textbook pp. 764-788. Chapter 27 - The Second World War. Complete all activities listed in the lesson guide.
- Module 1 Study Guide and Wrap Up: Complete all activities listed in the lesson guide.
- Module 1 Illuminate Learning Check and Student-Teacher Conference: Complete all activities listed in the lesson guide.

[CCSS.HSS Content Standards: 10.5, 10.5.1, 10.5.2, 10.5.3, 10.5.4, 10.5.5, 10.6, 10.6.1, 10.6.2, 10.6.3, 10.6.4, 10.7, 10.7.1, 10.7.2, 10.7.3, 10.8, 10.8.1, 10.8.2, 10.8.3, 10.8.4, 10.8.5]

[CCSS.HSS Analysis Skills: CST 1, CST 2, CST 3, HREP 1, HREP 2, HREP 3, HREP 4, HI 1, HI 2, HI 3, HI 4, HI 5, HI 6]

[CCSS.ELA-LITERACY: RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, RH.9-10.7,

RH.9-10.8, RH.9-10.9, RH.9-10.10, WHST.9-10.1, WHST.9-10.1.A, WHST.9-10.1.B, WHST.9-10.1.C, WHST.9-10.1.D, WHST.9-10.1.E, WHST.9-10.2, WHST.9-10.2.A, WHST.9-10.2.B, WHST.9-10.2.C, WHST.9-10.2.D, WHST.9-10.2.E, WHST.9-10.2.F, WHST.9-10.3, WHST.9-10.4, WHST.9-10.5, WHST.9-10.6, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, WHST.9-10.10, WHST.9–10.9b, SL.9–10.1b, SL.9–10.1d, SL.9–10.2, SL.9–10.4a, SL.9–10.5, L.9–10.1a]

[ELD Standards: Part 1, A, 1, 3, 4; Part 1, B, 6, 7; Part 1, C, 10, 11, 12; Part 2, B, 3, 4; Part 2, C, 6, 7]

Module 2: World History Voyages of Exploration (2021).

Objectives:

1. Close Reading- students will engage with the text and make historic connections through Historical Thinking Questions.
2. Working with Visuals and Sources- students will have the opportunity to interpret visuals, interpret graphs, analyze visuals, and analyze sources.
3. Social Studies Skills- students will learn valuable social study skills like drawing conclusions, identifying problems and solutions, analyzing language use, comparing and contrasting, analyzing cause and effect, making inferences, and determining chronology.
4. Making History Relevant- students will have the opportunity to reflect on history on how it influences their life, argue and support their opinion, and imagine experiencing a historic experience.
5. Document Based Question- Student will use the Document Based Question approach to analyze historical topics with the aid of the provided sources, or "documents," as evidence.

Assignments:

- Topic 4: Textbook pp. 796-830. Chapter 28 - Cold War and Global Upheavals. Complete all activities listed in the lesson guide.
- Topic 5: Textbook pp. 832-868. Chapter 29 - Conflicts and Transformations. Complete all activities listed in the lesson guide.
- Topic 6: Textbook pp. 870-916. Chapter 30 - A Global 21st Century. Complete all activities listed in the lesson guide.
- Module 2 Study Guide and Wrap Up: Complete all activities listed in the lesson guide.
- Module 2 Illuminate Learning Check and Student-Teacher Conference: Complete all activities listed in the lesson guide.

[CCSS.HSS Content Standards: 10.9, 10.9.1, 10.9.2, 10.9.3, 10.9.4, 10.9.5, 10.9.6, 10.9.7, 10.9.8, 10.10, 10.10.1, 10.10.2, 10.10.3, 10.11]

[CCSS.HSS Analysis Skills: CST 1, CST 2, CST 3, HREP 1, HREP 2, HREP 3, HREP 4, HI 1, HI 2, HI 3, HI 4, HI 5, HI 6]

[CCSS.ELA-LITERACY: RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, RH.9-10.7, RH.9-10.8, RH.9-10.9, RH.9-10.10, WHST.9-10.1, WHST.9-10.1.A, WHST.9-10.1.B, WHST.9-10.1.C, WHST.9-10.1.D, WHST.9-10.1.E, WHST.9-10.2, WHST.9-10.2.A, WHST.9-10.2.B, WHST.9-10.2.C, WHST.9-10.2.D, WHST.9-10.2.E, WHST.9-10.2.F, WHST.9-10.3, WHST.9-10.4, WHST.9-10.5, WHST.9-10.6, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, WHST.9-10.10]

[ELD Standards: Part 1, A, 1, 3, 4; Part 1, B, 6, 7; Part 1, C, 10, 11, 12; Part 2, B, 3, 4; Part 2, C, 6, 7]

Module 3: World History Voyages of Exploration (2021).

Objectives:

1. Inquiry-Based Project - students will develop abilities to analyze, synthesize and evaluate information.
2. Inquiry-Based Project - students will investigate and demonstrate their knowledge in an inquiry-based summative performance task and present their findings.
3. Illuminate EOC Exam Study Guide - students will review the course and prepare for the Illuminate EOC Exam by completing the study guide.
4. Illuminate EOC Exam - students will complete the Illuminate EOC Exam to assess the knowledge and skills gained from the course.

Assignments:

- Inquiry-Based Project: Complete all activities listed in the lesson guide.
- Illuminate EOC Exam Study Guide: Complete all activities listed in the lesson guide.
- Illuminate EOC Exam: Take the closed book End of Course Exam in class. See your teacher for the exam. Return all textbooks and course

[CCSS.HSS Content Standards: 10.7, 10.8, 10.8.5, 10.8.6, 10.9, 10.9.1, 10.9.2, 10.9.3, 10.9.4, 10.9.6, 10.9.7, 10.9.8, 10.10, 10.10.1, 10.10.2, 10.10.3]

[CCSS.ELA-LITERACY.WHST.9-10.2, WHST.9-10.2.A, WHST.9-10.2.B, WHST.9-10.2.C, WHST.9-10.2.D, WHST.9-10.2.E, WHST.9-10.2.F, WHST.9-10.4, WHST.9-10.5, WHST.9-10.6, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9]

[ELD Standards: Part 1, A, 1, 3, 4; Part 1, B, 6, 7; Part 1, C, 10, 11, 12; Part 2, B, 3, 4; Part 2, C, 6, 7

Scope, Sequence & Assignments - World History, Geography & Economics

Scope, Sequence & Assignments - World Language

Discipline: World Language (Language Other than English)

Grade level: 10th

Title of courses: Spanish 1,2

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Textbook & additional resources: ¡Que Chevere! 1

- ¡Que Chevere! Level 1
- https://www.carnegielearning.com/
- Spanish 1, 2 Lesson Guide
- Dictionaries and supplemental materials on Spanish-speaking cultures and people

Author: Alejandro Vargas Bonilla

Course Overview:

Spanish 1, 2 is a comprehensive two-part course designed to introduce students to the fundamentals of the Spanish language. This course follows the curriculum outlined in the textbook "¡Que Chevere! 1" and focuses on developing basic communication skills in Spanish. Throughout the course, students will learn essential vocabulary, grammar structures, and cultural aspects of Spanish-speaking countries. By the end of Spanish 1, 2, students will have a solid foundation in Spanish and will be able to engage in simple conversations, understand basic texts, and express themselves in everyday situations.

Course Objectives:

1. Develop basic listening, speaking, reading, and writing skills in Spanish.
2. Build a vocabulary base for various topics, including greetings, introductions, family, food, hobbies, and more.
3. Understand and apply essential grammar concepts, such as verb conjugations, sentence structure, and adjective agreement.
4. Gain cultural knowledge about Spanish-speaking countries and develop an appreciation for their customs and traditions.
5. Practice pronunciation and intonation to improve spoken Spanish.
6. Engage in simple conversations and express ideas, opinions, and preferences in Spanish.
7. Read and comprehend basic written texts, including short stories, dialogues, and informational passages.
8. Write short paragraphs and compositions using correct grammar and vocabulary.

Scope, Sequence & Assignments - World Language

Course Outline:
Part 1: Spanish 1

Unit 1: Greetings and Introductions

- Introduction to basic greetings, farewells, and introductions.
- Learning personal pronouns and basic verb conjugations in the present tense.
- Practicing conversation skills through role-plays and dialogues.
- Cultural aspects: Exploring different Spanish-speaking countries' greetings customs and formalities.

Unit 2: Describing Yourself and Others

- Vocabulary related to physical and personality traits.
- Grammar topics: ser and estar (to be), adjective agreement.
- Describing family members and friends.
- Cultural aspects: Comparing cultural perceptions of beauty and physical appearance.

Unit 3: Family and Relationships

- Vocabulary related to family members, relationships, and emotions.
- Grammar topics: possessive adjectives, expressing possession.
- Talking about family dynamics and describing family traditions.
- Cultural aspects: Exploring the importance of family in Hispanic culture.

Unit 4: Daily Life and Activities

- Vocabulary related to daily routines, activities, and hobbies.
- Grammar topics: reflexive verbs, stem-changing verbs.
- Describing daily activities and discussing hobbies and interests.
- Cultural aspects: Understanding leisure activities and pastimes in different Spanish-speaking countries.

Course Outline:
Part 2: Spanish 2

Unit 5: Food and Drinks
- Vocabulary related to food, drinks, and meals.
- Grammar topics: gustar and verbs like gustar, expressing preferences.
- Ordering food in restaurants and talking about culinary traditions.
- Cultural aspects: Exploring traditional cuisine in Spanish-speaking countries.

Unit 6: Travel and Leisure
- Vocabulary related to travel, transportation, and leisure activities.
- Grammar topics: present progressive, direct object pronouns.
- Discussing travel plans, describing tourist attractions, and narrating past trips.
- Cultural aspects: Learning about popular tourist destinations and customs in Spanish-speaking countries.

Unit 7: Health and Well-being
- Vocabulary related to health, body parts, and daily routines.
- Grammar topics: reflexive verbs in the past tense, expressing feelings.
- Talking about health issues, describing healthy habits, and discussing well-being.
- Cultural aspects: Discovering health practices and traditions in Spanish-speaking countries.

Unit 8: Celebrations and Festivals
- Vocabulary related to celebrations, festivals, and special occasions.
- Grammar topics: preterite tense, irregular verbs in the preterite.
- Cultural aspects: Traditional celebrations and festivities in Spanish-speaking countries.

Scope, Sequence & Assignments - World Language

Note: Each unit includes a variety of listening, speaking, reading, and writing activities to reinforce the language skills covered.

Reading will be an integral component of this course. Students must develop strong reading skills to comprehend textbook assignments and the literature prescribed in the course. Reading in this course is designed to inform students, allow students to imitate grammatical patterns, learn vocabulary in context, and engage creatively with the language.

Writing will be integral to students' development in the Spanish language in this course. Students will be asked to compose written work of various lengths in Spanish. Students will practice composing and editing well-developed ideas in Spanish. Students will be required to use the grammatical structures and vocabulary correlating to each chapter in their written exercises, as well as the correct accentuation of words.

Speaking will be developed through students' impromptu oral journals. Students will be asked to respond to prompts relating to each chapter's topics unscripted for 1 to 3 minutes. There will also be several projects which will include students presenting their research or project in an oral presentation to the teacher. Students will hopefully become more comfortable speaking in Spanish in front of a small audience and gain a greater confidence in composing impromptu Spanish dialogue.

Listening – Students will have several opportunities to listen to conversations in Spanish. Students will be assessed on comprehension questions based on listening activities, and on their ability to understand the spoken language by answering questions through verbal and written communication.

Reading Comprehension Questions – Students will respond in writing to assigned reading comprehension questions throughout the course. Students will write their answers in Spanish using the correct vocabulary, verb tense and topic based on the assigned chapters. Student ability to use affirmative and negative expressions is evaluated from their assigned questions. Also evaluated is the ability to express and understand opinions. Students will be assessed on their ability to understand the written language by answering comprehension questions related to them.

Cultural Connections will be introduced through cultural artifacts (literature, movies, and television) and textbook readings. Students will be encouraged to discuss, compare, and engage with the new cultures through their oral journals, written responses, and creative engagement with them through their various projects. Students will be asked to put themselves in the shoes of the people who live in those cultures and to use their research skills to further learn about the cultures and societies of Spanish-speaking countries.

Technology will also be integral to this course. Students will engage with the language through pictures and videos that they use to help create their multimedia presentations on a computer. Computers will be used for some of the instruction (such as the use of audio and audio-visual components on the Passport Carnegie learning platform). Students will use applications such as Microsoft Word, Microsoft PowerPoint, Vocaroo, Flipgrid, Prezi, Screencasts, and YouTube as they progress through the course.

I-culture activities from Carnegie are interactive cultural activities designed to provide students with a deeper understanding and appreciation of Spanish-speaking cultures. Students will be exposed to the diverse traditions, customs, history, and contemporary aspects of Spanish-speaking countries, allowing them to develop cultural competence alongside their language skills. By engaging with these activities, students will develop a holistic understanding of the Spanish-speaking world beyond just the language itself.

Assessment: Your progress in this course will be assessed through various means, including class participation, homework assignments, quizzes, projects, and exams. You will also have opportunities to practice your language skills through interactive activities, role-plays, and oral presentations.

Spanish 1, 2 is an excellent course for students who want to learn Spanish as a second language. The course provides a solid foundation in the language and culture of Spanish-speaking countries. By the end of the course, students will be able to engage in simple conversations, read and comprehend basic texts, and write short compositions. The course may also serve as a prerequisite for more advanced Spanish courses.

Scope, Sequence & Assignments - World Language

Spanish 1

Module 1: Textbook: ¡Que Chevere! 1

Objectives:

1. Greet and say goodbye, talk about celebrations, and use appropriate gestures.
2. Identify where Spanish is spoken, use definite articles, and explain cognate and false cognates.
3. Ask and tell how someone is feeling. State the time. Count to 100.
4. Recognize the difference between formal and informal Spanish. Express courtesy.
5. Ask and tell who someone is and where someone is. Use the verb ser appropriately.

Assignments:

- **Lesson 1:** Textbook pp. 2-19 - Unidad 1: ¡Mucho Gusto! Complete all activities listed in the lesson guide.
- **Lesson 2:** Textbook pp. 23-38 - Unidad 1: ¡Mucho Gusto! Complete all activities listed in the lesson guide.
- **Lesson 3:** I-culture Activity: Complete all activities listed in the lesson guide.
- **Lesson 4:** Textbook pp. 50-71 - Unidad 2: ¡Al Colegio! Complete all activities listed in the lesson guide.
- **Lesson 5:** Textbook pp. 74- 98 - Unidad 2: ¡Al Colegio! Complete all activities listed in the lesson guide.

[World Language Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2]

Module 2: Textbook: ¡Que Chevere! 1

Objectives:

1. Give examples of Spanish in everyday life. Identify Hispanic influence in the U.S.
2. Talk about classroom objects. Ask and tell how to say words in Spanish. Use the verb estar.
3. Use definite articles with nouns. Read about and discuss grades in Spanish-speaking countries.
4. Discuss school schedules. Talk about clothing and colors. Use –ar verbs. Talk about places in the city.
5. Invite using quieres and porque no. Introduce a friend. Talk about modes of transportation.

Assignments:

- **Lesson 6:** I-culture Activity - Unidad 2: ¡Al Colegio! Complete all activities listed in the lesson guide.

- **Lesson 7:** Textbook pp. 110-130 - Unidad 3: ¡En la ciudad! Complete all activities listed in the lesson guide.

- **Lesson 8:** Textbook pp. 134-150 - Unidad 3: ¡En la ciudad! Complete all activities listed in the lesson guide.

- **Lesson 9:** I-culture Activity - Unidad 3: ¡En la ciudad! Complete all activities listed in the lesson guide.

- **Lesson 10:** Midterm: Complete all activities listed in the lesson guide.

[World Language Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 5.1]

Module 3: Textbook: ¡Que Chevere! 1

Objectives:

1. Discuss Mexico's three cultures. Talk about Mexico's cities, landmarks, and cuisines.
2. Have a conversation in a restaurant. Express a problem.
3. Talk about family and relationships. Use possessive adjectives. Use –ir verbs.
4. Talk about Puerto Rico's languages and people. Read about the Hispanic-naming tradition.
5. Use gustar. Use –a to clarify and emphasize. Describe typical Dominican music and culture.

Assignments:

- **Lesson 11:** Textbook pp. 162-182 - Unidad 4: La familia y los amigos. Complete all activities listed in the lesson guide.

- **Lesson 12:** Textbook pp. 186-206 - Unidad 4: La familia y los amigos. Complete all activities listed in the lesson guide.

- **Lesson 13:** I-culture Activity - Unidad 4: La familia y los amigos. Complete all activities listed in the lesson guide.

- **Lesson 14:** Textbook pp. 218-235 - Unidad 5: La rutina y la diversion. Complete all activities listed in the lesson guide.

- **Lesson 15:** Textbook pp. 239-253 - Unidad 5: La rutina y la diversion. Complete all activities listed in the lesson guide.

[World Language Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2]

Module 4: Textbook: ¡Que Chevere! 1

Objectives:

1. Identify objects in an electronic store. Use tener. Use que + adjective/noun.
2. Discuss how nature conservation and political neutrality are present Costa Rica.
3. Describe activities for the coming week. Use the personal a when using direct objects.
4. Talk about holidays and celebrations. Talk about past and future days. Use the verb venir.
5. Talk about months of the year. Use numbers from 101-999,000. Ask for and give a date.

Assignments:

- **Lesson 16:** I-culture Activity - Unidad 5: La rutina y la diversion. Complete all activities listed in the lesson guide.
- **Lesson 17:** Study Guide: Complete all activities listed in the lesson guide.
- **Lesson 18:** Take the closed book End of Course Exam in class. See your teacher for the exam. Return all textbooks and course materials.

[World Language Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1]

Spanish 2

Module 1: Textbook: ¡Que Chevere! 1

Objectives:
1. Identify items in the kitchen and dining room. Express obligation using tener que and deber.
2. Use stem changing verbs e-ie. Describe Venezuelan housing, food, and activities at the table.
3. Use demonstrative adjectives. Read and discuss various geographic regions of Venezuela.
4. Identify room and floors of the house. Use decir. Express wishes using querer y gustaria.
5. Describe housing styles in Colombia. Talk about leisure activities. Use stem changing verbs.

Assignments:

- **Lesson 1:** Textbook pp. 270-289 - Unidad 6: Mi casa es su casa. Complete all activities listed in the lesson guide.

- **Lesson 2:** Textbook pp. 292-314 - Unidad 6: Mi casa es su casa. Complete all activities listed in the lesson guide.

- **Lesson 3:** Multimedia Presentation: Housing Venezuela. Complete all activities listed in the lesson guide.

- **Lesson 4:** Textbook pp. 324-340 - Unidad 7: Las diversiones de todo el año. Complete all activities listed in the lesson guide.

- **Lesson 5:** Textbook pp. 347-366 - Unidad 7: Las diversiones de todo el año. Complete all activities listed in the lesson guide.

[World Language Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2]

Module 2: Textbook: ¡Que Chevere! 1

Objectives:
1. Discuss Argentina, its geography, and pastimes. Use hace to say how long something is happening.
2. Use present progressive. Discuss popular sports in Argentina. Talk about seasons and activities.
3. Chile's weather and athletes. Identify people who participate in sports. Use preterite tense of dar/estar.
4. Talk about household chores. Use indirect object pronouns. Use acabar de.
5. Talk about party preparations. Use preterite of –ar verbs. Identify and describe foods. Talk about preparing a meal.

Assignments:

- **Lesson 6:** Presentational Writing and Speaking: Tourism to Chile. Complete all activities listed in the lesson guide.

- **Lesson 7:** Textbook pp. 378-393 - Unidad 8: La rutina diaria. Complete all activities listed in the lesson guide.

- **Lesson 8:** Textbook pp. 402-422 - Unidad 8: La rutina diaria. Complete all activities listed in the lesson guide.

- **Lesson 9**: Multimedia Presentation: Interesting topics in Spain. Complete all activities listed in the lesson guide.

- **Lesson 10**: Midterm. Complete all activities listed in the lesson guide.

[World Language Standards; 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.2]

Module 3: Textbook: ¡Que Chevere! 1

Objectives:

1. Describe clothing color and fabric. Identify parts of the body. Use adjectives as nouns.
2. Talk about the past using –ir/-er verbs. Talk about Panama Canal and services it provides.
3. Use affirmative and negative expressions. Talk about buying gifts and accessories.
4. Use diminutives. Talk about prices and payment practices in stores.
5. Use gustar. Use –a to clarify and emphasize. Describe typical Dominican music and culture.

Assignments:

- **Lesson 11**: Textbook pp. 434-457 - Unidad 9: ¡Vamos de compras! Complete all activities listed in the lesson guide.

- **Lesson 12:** Textbook pp. 460-480 - Unidad 9: ¡Vamos de compras! Complete all activities listed in the lesson guide.

- **Lesson 13:** Project: Global Business Awareness. Complete all activities listed in the lesson guide.

- **Lesson 14:** Literature Unit: La liebre y la tortuga. Complete all activities listed in the lesson guide.

- **Lesson 15:** Literature Unit: La liebre y la tortuga. Complete all activities listed in the lesson guide.

Scope, Sequence & Assignments - World Language

[World Language Standards: 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 5.1]

Module 4: Textbook: ¡Que Chevere! 1

Objectives:

1. Identify objects in an electronic store. Use tener. Use que + adjective/noun
2. Discuss how nature conservation and political neutrality are present Costa Rica.
3. Describe activities for the coming week. Use the personal a when using direct objects.
4. Talk about holidays and celebrations. Talk about past and future days. Use venir.
5. Talk about months of the year. Use numbers from 101-999,000. Ask for and give a date.

Assignments:

- **Lesson 16:** Literature Unit: La liebre y la tortuga. Complete all activities listed in the lesson guide.
- **Lesson 17:** Study Guide. Complete all activities listed in the lesson guide.
- **Lesson 18:** Take the closed book End of Course Exam in class. See your teacher for the exam. Return all textbooks and course materials.

APPENDIX III

SAFETY PLAN

Altus SCHOOLS
SOUTHERN CALIFORNIA

COMPREHENSIVE SAFETY PLAN

ALTUS SCHOOLS COASTAL

SY 2026-2027

Quick Glance Reference

NOTIFICATION SYSTEM

FIRE Notification Method is – Series of short beeps followed by verbal instructions

EARTHQUAKE DRILL Notification Method is – Continuous long beep followed by verbal instructions

LOCKDOWN Notification Method is – Lights being turned off, followed by verbal instructions

SHELTER-IN-PLACE Notification Method is – 3 short beeps, 3 long beeps followed by verbal instructions

ALL-CLEAR Notification Method is – Series of long beeps followed by verbal instructions

(NOTIFICATION SYSTEMS VARY AT EACH LOCATION. MINIMUM REQUIREMENTS COVER FIRE, EARTHQUAKE, LOCKDOWN, SHELTER-IN-PLACE, AND ALL-CLEAR TO RETURN)

INCIDENT COMMAND TEAM PERSONNEL – MAJOR ASSIGNMENTS ONLY

Primary	Position	Alternate
Administrator of Instructional Services	Incident Commander	Operations and HR Administrator
Operations and HR Administrator	Operations Chief	Finance Administrator
Chief Business Officer	Planning & Intelligence Chief	Data and Assessment Coordinator
Chief Business Officer	Logistics Chief	Data and Assessment Coordinator
Finance Administrator	Finance & Administration Chief	Chief Business Officer

(SUBORDINATE ASSIGNMENTS CAN BE FOUND ON PAGE 163)

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SECTION ONE

Executive Summary

The purpose of this plan is to outline the basic organization and procedures utilizing the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) for responding to an emergency affecting any location.

An "Incident Commander" (and alternate) is assigned to be the point of contact for this plan. During emergencies, the Incident Commander is the point of coordination for all operations. An Incident Command Team is in place to address key issues during emergency operations. The team works as directed by the Incident Commander. Each team member assignment can be found in Section Four of this plan, which identifies roles, responsibilities and duties.

The Incident Commander and the Incident Command Team are assigned to maintain and implement their Emergency Plan. The Safety Coordinator will assist with emergency preparedness, disaster planning, and will be responsible for updating the underlying Emergency Plan Template. As a component of the Comprehensive Safe Schools Plan document, the Safety Coordinator will review this emergency plan on an annual basis to determine if the Emergency Plan Template is compliant with Federal, State, and local laws.

The Incident Commander will coordinate training for all new staff (paid and volunteer) assigned to this resource center. The Incident Commander, coordinating with the Safety Coordinator, will conduct scheduled exercises to provide staff with an opportunity to practice the emergency procedures outlined in this plan.

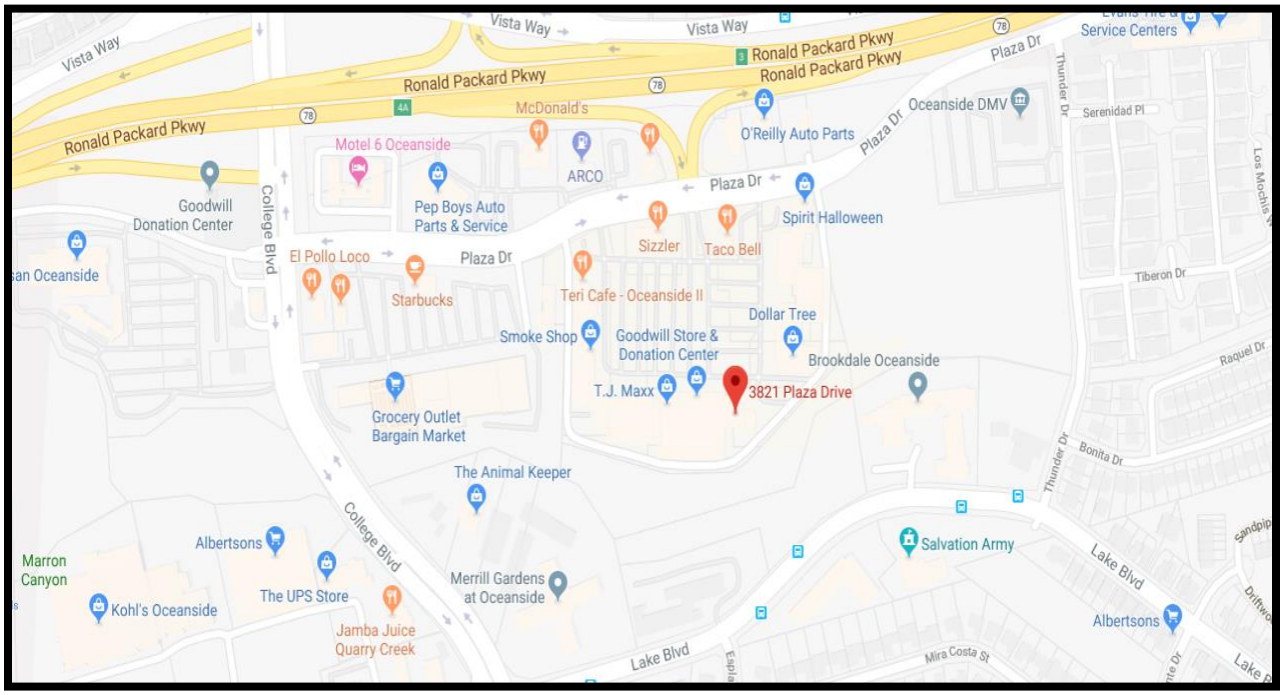
This format allows staff to understand basic roles and responsibilities regardless of where in the school they may be working.

It is imperative all staff review this plan at least twice a year to ensure a basic understanding of their role and responsibility in an emergency. It is unlikely that anyone will have the time when an emergency occurs to review this entire plan, thus understanding and practice is necessary to be prepared. The proactive actions of individuals during an emergency may very well save another's life.

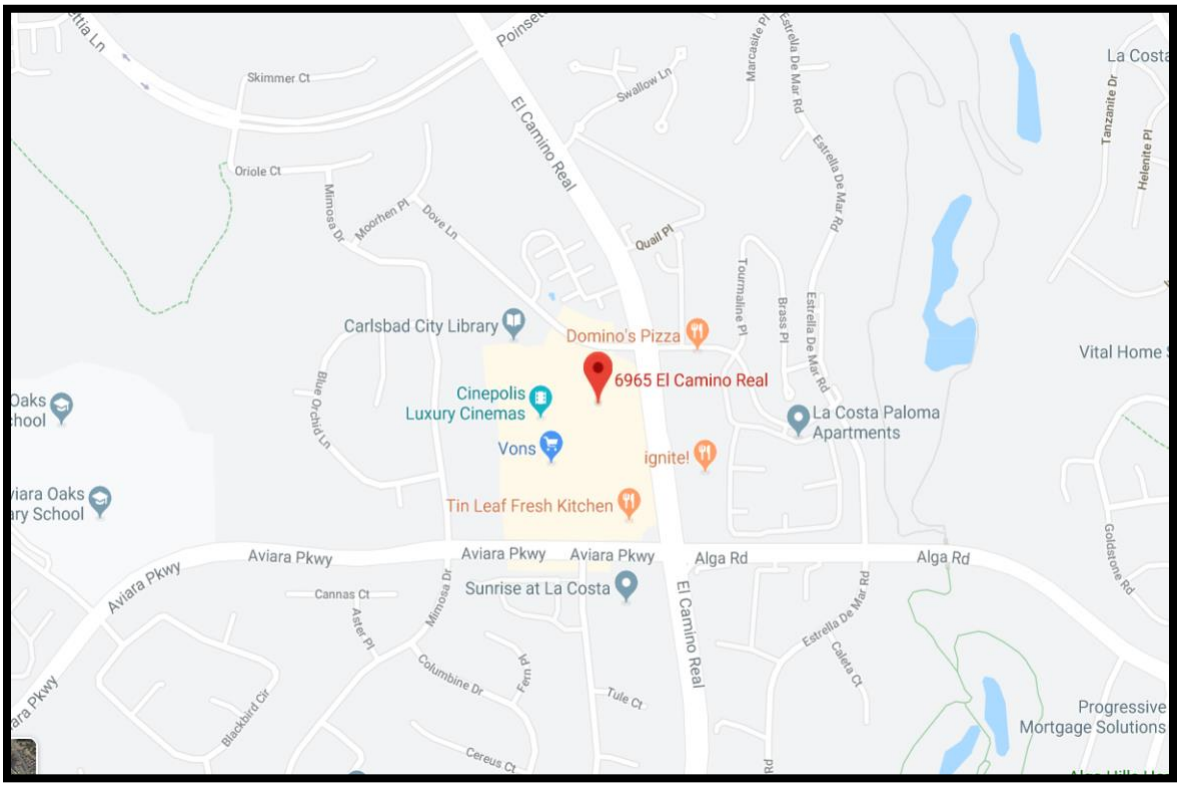
ALTUS SCHOOLS COASTAL

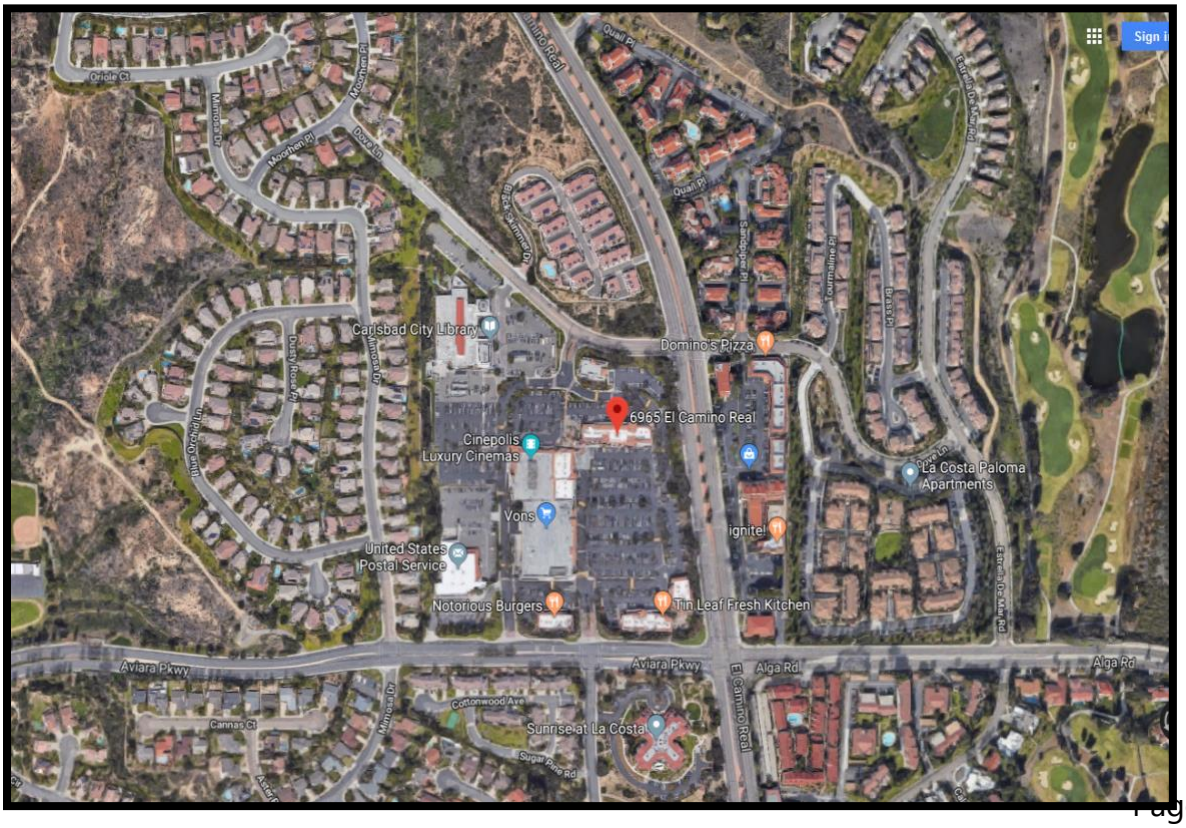
Facility Information and Street/Aerial Maps

Location	**North Carlsbad Resource Center**
Address	3821 Plaza Dr., Suites 401-402, Oceanside, CA 92056
Public Phone Number	858-678-4800
Fax Number	760-639-6484



Location	**South Carlsbad Resource Center**
Address	6965 El Camino Real D202, Carlsbad, CA 92009
Public Phone Number	858-678-4800
Fax Number	760-639-6484





Assessment of School Crime

In assessing the crime rate for the last two school years at Altus Schools Coastal the crime data indicates that there have been no incidents of the last two years. Altus Schools Coastal staff will continue to monitor student behavior to ensure a safe and supportive environment. Both students and parents continue to rate the school high for providing a safe environment in their annual surveys.

	24-25 SY	Rate	25-26 SY	Rate	% Change
PROPERTY CRIME					
Arson	0	0.00	0	0.00	0.00
Burglary	0	0.00	0	0.00	0.00
Graffiti	0	0.00	0	0.00	0.00
Theft	0	0.00	0	0.00	0.00
Vandalism	0	0.00	0	0.00	0.00
Total	**0**				
DRUGS & ALCOHOL					
Use of Alcohol/Drugs	0	0.00	0	0.00	0.00
Possession of Alcohol	0	0.00	0	0.00	0.00
Possession of Drugs	0	0.00	0	0.00	0.00
Sale of Furnishing of Alcohol/Drugs	0	0.00	0	0.00	0.00
Total	**0**		**0**		
CRIMES AGAINST PERSONS					
Assault with Deadly Weapon	0	0.00	0	0.00	0.00
Battery	0	0.00	0	0.00	0.00
Homicide	0	0.00	0	0.00	0.00
Robbery/Extortion	0	0.00	0	0.00	0.00
Sex Offense	0	0.00	0	0.00	0.00
Total			**0**		
OTHER OFFENSES					
Bomb Threat	0	0.00	0	0.00	0.00
Destructive/Explosives	0	0.00	0	0.00	0.00
Loitering/Trespassing	0	0.00	0	0.00	0.00
Possession of Weapon(s)	0	0.00	0	0.00	0.00
Total	**0**		**0**		
ENROLLMENT 24-25	**239**	**25-26**	**221**		

The data represented is the total number of reported incidents within each crime category and as rates per 100 students enrolled. It is important to note that comparisons (% Change) are calculated from incident rates and not total numbers, because the rates reflect changes in student enrollment from year to year. Crimes involving Arson, Graffiti, and Vandalism must exceed $100 per incident, theft $50, and Burglary has no dollar limit. Any rate change to or from zero is represented as a 100% change. Caution should be used when drawing conclusions from individual rate changes. Improved reporting practices may have resulted in increases in crime rates which may not represent actual increases in crime.

Response Guidelines for Dangerous, Violent or Unlawful Activities

Altus Schools Coastal adheres to the following Law Enforcement Notification Matrix in assessing and responding to dangerous and unlawful activity.

CALL 911	CALL for Law Enforcement (911 if immediate danger - Dispatch if non-emergency)	Notification to Law Enforcement (911 if immediate danger - Dispatch if non-emergency)
• Bomb threat/Suspicious package • Firearm on complex • Explosive on complex • Fire • Immediate risk of harm to student(s) and/or staff' • Intruder on complex • Medical emergency • Possible abduction	• Assault with a dangerous weapon and/or resulting in great physical injury (EC 48902) ○ Loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; disfigurement • Report of sexual assault or battery (Grades 4-12) (EC 48902) ○ Touching an intimate part of another person, against the person's will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse • Homicidal threat (Grades 6-12) (EC 49390) ○ Any action that creates a **reasonable suspicion** that the student is preparing to commit a homicidal act related to school or a school activity	• Physical attack, assault or threat toward employee (EC 44014) • Possession of controlled substance (EC 48902) • Possession of other dangerous weapons (EC48902) ○ dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun, any instrument that expels a metallic projectile, such as a BB or a pellet.

Emergency Notification Information

Often, the first action to occur as an emergency incident is unfolding is the need to alert or warn others. The Administrator of Instructional Services will serve as the primary notification point for emergencies at this resource center. The primary or alternate Incident Commander will notify the Safety Ambassadors. Once notified, they will begin contacting public safety officers to assist the Incident Commander, pursuant to their policies and procedures.

The very next action to occur is the need to alert or warn resource center staff. Methods for notifying staff include: Telephone – Landline and/or cellular, resource center radio, Runners – staff and/or students, Siren System – Siren and/or bell depending upon resource center, Handheld Air Horns or Bull Horns.

The method utilized will depend upon the circumstances of the emergency and the resources available at this resource center. Additional information is found in the School Emergency Procedure.

The Safety Coordinator will conduct an initial assessment based on available information and will advise the Incident Commander and the Superintendent of the recommended actions to be taken. However, if the emergency requires immediate action, the Safety Coordinator will initiate the appropriate warnings and notifications to public safety responders without delay.

As services are being dispatched to assist, the Incident Commander will begin to gather and direct resource center resources as necessary to address the emergency or disaster at hand. The following external and internal contacts may be of assistance:

ALWAYS USE A HARD-WIRED PHONE IN AN EMERGENCY

EXTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
Carlsbad Police	911	760-931-2197
Carlsbad Fire	911	760-931-2141
Carlsbad Water	911	760-438-2722
Oceanside Police	911	760-435-4900
Oceanside Fire	911	760-435-4100
Oceanside Water	911	760-435-4500
SD County Office of Emergency Services		858-565-3490
San Diego Gas & Electric		1-800-611-7343

INTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
Life or Limb Threatening	911	
Primary Contact: Administrator of Instructional Services	619-757-0028	858-678-3914

Altus Schools Coastal Safety Coordinator	619-757-0028	858-678-2045
Facilities Emergency Maintenance	619-757-0028	858-678-2045 Sorrento Mesa RC
Communications Team	858-678-4811	

Emergency Resource Information

Emergency Disaster Kit

This resource center maintains one kit. The kit(s) are located: Janitorial Closet

The Emergency Disaster Kit stores necessary resources for a resource center incident command. This kit should not be confused with the Crisis Response Box, which is carried out of the resource center to a Public Safety Incident Command Post. Resource Center personnel should use the items contained within the kit to manage their incident command. The following equipment and supplies are stored inside the Emergency Disaster Kit:

- Handheld Air Horns – recommend a minimum of five (Incident Commander & Chiefs)
- Bull Horn – recommend a minimum of one
- Batteries – recommend a minimum of two sets for bull horn, flashlights, emergency radios and walkie-talkies)
- Flashlights – recommend one per Incident Command Team member (17) (Search & Rescue Team and First Aid and Medical Team requirements listed separately)
- Walkie-Talkies – recommend a minimum of five (Incident Commander & Chiefs)
- Duct Tape – recommend a minimum of two rolls used for marking blank vests.
- Rosters - recommend a minimum of one set per room sorted by alphabet
- Steno Pads (5x7) – recommend one per Incident Command Team member (17)
- Pencils & Pens - recommend one each per Incident Command Team member (34)
- Copies of Forms
- Chalk - recommend twenty-five sticks, red in color
- 3x5 Cards – recommend one hundred
- Department or Resource Center Placards
- First Aid & Medical Team Supplies
- Search and Rescue Team Supplies
- Vests for Key Personnel – recommend a total of 17 for Incident Command Team members (Search & Rescue Team and First Aid & Medical Team requirements listed separately in Section Four)

All Emergency Disaster Kits and their contents are the responsibility of the Incident Commander. The Incident Commander will conduct annual inspections in October of each year. The responsibility to inspect and replace non-operating equipment and supplies belongs to the resource center. The responsibility to delegate the transport the Emergency Disaster Kit to an activated Command Post belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Crisis Response Boxes

This resource center maintains 1 Crisis Response Box.

The Crisis Response Boxes are located: Janitorial Closet and each Support Team Member

The Crisis Response Boxes are file folder- type boxes. The boxes are clearly labeled and contain vital information needed by the Incident Command Team and Public Safety Incident Commander (in the event a public safety incident command post is established. The following information is stored inside each box:

- Current copy of the Emergency Plan which should include resource center evacuation procedures, including staging locations. Also included should be an aerial photo including all **new** structures, electric, gas, water cable, telephone, intrusion and fire alarm shutoffs, resource center numbers, gate openings for vehicles/pedestrians and all fire hydrants that have been added to accommodate these new structures.
- Current map of resource center layout. Map must show **all** buildings, resource center numbers, and evacuation routes.
- Most current blueprint (architectural drawings).
- Current roster of students and staff assigned to the resource center, as well as issues pertaining to special needs students. These rosters will be in alphabetical order for staff and students. Student roster must be in alphabetical order, divided by grade level and have emergency contact/release information.
- A list of the resource center's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.
- If available, current student photos on CD-ROM or most recent year book.
- Telephone numbers listed in numerical order for each resource center/building.

Maintenance of the Crisis Response Boxes and their contents is the responsibility of the Incident Commander. The Incident Commander will work with Safety Coordinator on conducting an inspection during October of each year. The responsibility to inspect and replace information belongs to the resource center.

The responsibility to carry the box to an activated Public Safety Incident Command Post belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Emergency Quick Reference Guide

This document, often referred to as the "Emergency Quick Reference Guide" is a red, white, and blue quick flip-type reference chart that provides basic guidelines for emergencies. The information in this guide is drawn directly from the School's Emergency Procedures. Each resource center has been equipped with a copy of the guide. The guide provides basic direction for teachers and staff in the event of an emergency. All staff should familiarize themselves with the content annually. Replacement copies are available through the Operations Department.

Emergency Operations Overview

The protection of lives shall be the primary priority of all emergency operations and procedures. The protection of property shall be secondary to life safety. The emergency procedures within this Plan are designed to facilitate life safety through the use of simple, basic procedures based on the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) that utilize the Incident Command System (ICS) as the basic response management structure.

Disaster Service Workers

California Government Code, Chapter 8, Section 3100 states: "…all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain in the resource center to carry out assigned responsibilities. Resource Center staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to an Incident Command Team position in the following list, the teacher will first ensure the safety of the students and accompany the students to the Assembly Area (also known as the "Evacuation Area"), where the students will be reassigned to another teacher. The teachers will then carry out their assigned Incident Command Team responsibilities.

Plan Maintenance

The Incident Commander is responsible for the maintenance of this plan. The Emergency Plan is Criterion 2 of California's mandated Comprehensive Safe Schools Plan. The School Safety Coordinator is responsible for annual plan review. Appropriate changes or modifications shall be

forwarded by the Incident Commander to the Safety Coordinator for approval prior to any distribution. The Emergency Plan will be maintained on a secured intranet with "read only" access to the Incident Command Team and revision access to the Incident Commander and the Safety Coordinator.

Training & Exercises

Training is a key component to ensure successful emergency operations. The adage "people will do what they have been trained to do" is consistently proven in actual emergencies. Exercises allow "people" to practice what they have been trained to do and improve their skills for an actual emergency.

The Incident Commander will coordinate annual trainings for all staff on the basic emergency procedures of this plan. All new staff assigned to the resource center will receive basic training within 30 days of assignment. Basic training can simply involve knowledge of basic SEMS and ICS protocols, key evacuation locations, parent reunification locations, and the location of related resources. Members of the Incident Command Team will receive additional training specific to their duties every year by the Incident Commander and School Safety Coordinator.

The Incident Commander will coordinate annual exercises for all staff as outlined in the School Emergency Procedures.

Incident Command Team Overview

According to ICS, the size of the organization (i.e., number of positions) will vary depending on the operational needs of the incident. In some cases, one individual may be able to fill more than one "position". (Example: in a small incident the Administrator of Instructional Services oftentimes serves as the Incident Commander and the Public Information Officer.)

Only under very unusual conditions will all of the positions identified below be activated and fully staffed. To that extent, the Incident Commanders have been encouraged to "cluster" certain same-section positions, if the workload allows. The Incident Commander could assume the Safety Officer, Public Information Officer, and Liaison Officer duties. The Planning & Intelligence Chief could assume the Documentation and Situation Analysis duties.

Incident Command Team Assignments

Key staff will be pre-assigned to the Incident Command Team and have specific duties during emergencies. These duties include:

- Incident Commander – responsible for overseeing the resource center emergency operations. Typically, also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties
    - Safety Officer - ensures that all activities are conducted in as safe a manner as possible
    - Public Information Officer – acts as official spokesperson for the resource center in an emergency situation, until the School's Communications Officer is available
    - Liaison Officer – serves as the point-of-contact for agencies outside of the School's organization.
- Operations Chief – manages direct response to the resource center emergency
    - Facility Check & Security – controls utilities, restricts access to unsafe areas, provides traffic control, and communicates damage to Incident Commander
    - Search & Rescue Leader and Team – checks resource center for damage, rescues victims, and reports resource center conditions
    - First Aid & Medical Leader and Team – provides medical response including CISM (Critical Incident Stress Management)
    - Student/Parent Reunification
        - Assembly Area – ensures the care and safety of all students in resource center (except those in the Medical Treatment Area)
        - Request Gate – processes requests by parents or authorized adults for release of students
        - Release Gate – releases student to parent or authorized adult

- Planning & Intelligence Chief – in charge of collection, evaluation and documentation of information about the incident
    - Documentation – collects, evaluates, and documents event
    - Situation Analysis – assesses the overall incident
- Logistics Chief – provides facilities, services, personnel, equipment and materials to support response – includes food and transportation services
    - Supplies, Facilities, & Staffing – provides supplies, equipment and staffing to support response
- Finance & Administration Chief – tracks purchases, staff hours, costs, and student accountability

In the event of an emergency, a Command Post will be established by the Incident Commander. Incident Command Team members will be informed of the location upon activation.

The Emergency Roles and Responsibilities Section (Section Four) of this plan provides checklists for each of the above assignments. The Incident Command Team will report to the Incident Commander at the Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

The Emergency Operations Center (EOC) located at the Sorrento Mesa Resource Center may be activated to support resource center emergency operations. In the event that the EOC is activated, the Incident Commander will establish communications and coordinate closely with the EOC.

It's important that the Incident Command Team refer to both the Emergency Procedures and Emergency Quick Reference Guide for command directives and clarifications.

SECTION TWO

Emergency and Evacuation Procedures

Evacuation Procedure

Notification

The Incident Commander is responsible for notifying the Incident Command Team when an evacuation is necessary. The Safety Ambassador, in coordination with the Incident Commander, is responsible for activating the evacuation notification procedures for resource center-level personnel. Additional information pertaining to resource center evacuations can be found in Emergency Procedures.

The signal for evacuation is a short interrupted blast. If the primary emergency notification system fails to activate, the secondary notification method will be handheld air horns found in the Emergency Disaster Kit.

If evacuation is required, but an alternative method of notification is required (e.g. a received credible bomb threat), then notification can be made by telephone, radio or runners. This method reduces the level of anxiety and potential panic.

Exiting Buildings

The Incident Commander is responsible for ensuring that staff and students are aware of designated exit routes from the building. Appropriate maps and directions are posted near each door to ensure that occupants are aware of the possible exits. Each resource center and department has developed plans for ensuring that all staff/students receive evacuation notification and are moved to a pre-designated evacuation area. All staff will be trained to conduct rapid visual and verbal "sweeps" of their assigned areas to ensure that no one is left behind.

The responsibility to ensure maps and directions are posted, as well as appropriate training delivered, belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Communications

The Altus Schools Coastal Communications Plan is designed to supplement urgent or emergency e-mail communications to faculty and staff.

Emergency RC Call to Central	
RC Contact Central or Able Remember 6 Key Points	
RC	Identify your resource center
Number	Approximate number of participants
Code	**Red (Life-threatening) 911** **Orange (Serious)** **Yellow (Potential – advisement)**
Description	Briefly describe incident
Location	In resource center, outside front/back door, alley
Listen	Answer central's questions succinctly

Sample Emergency Call

Resource Center	This is a code Orange. There are approximately 6 male students assembled on the South side of Main Street., across the resource center. They are shouting and threatening one of our students who is here in the resource center. Our student is belligerent and wants to go out and face them. I have five other students with the resource center associate and me. We have locked the doors and directed students to move to the back of the resource center away from the window.
Central	I am dispatching the police immediately. Have your RCA with the other students. Be sure none of them leave or open the door. Stay with your student and try to calm him. Do not go out to confront the group. Assistance should be there shortly. Keep us posted of any change.

Resource Center

- Remember, speak calmly and slowly.
- Tend to the business at hand and keep Central informed. STAY CALM.
- If the problem is resolved. Call Central back immediately. Remember someone is streaking across the city to get to you. Call in and say, **"Situation secured". This officially closes down the incident. Central logs the time.**

ParentSquare System

In the event of an emergency the Superintendent or designee may activate the school-wide ParentSquare. ParentSquare allows ALTUS SCHOOLS COASTAL administrators and staff to send out voice calls, email messages or SMS messages to students, parents and staff. ParentSquare allows ALTUS SCHOOLS

COASTAL to establish a reliable channel for communicating and sharing information effectively and efficiently. In time-sensitive situations, parents and guardians will receive information and details directly from the school. Not just for emergencies, ParentSquare is beneficial in sending out routine school messages, such as attendance reports, and event and meeting reminders.

Our first responsibility is to the health and safety of our students.

- Do not aggressively confront any individual or group.
- We want no heroes – just mature, reasonable individuals who take control of a situation and manage it.
- Do not place yourself, or others, in an unnecessarily dangerous situation. Your backups are not far away.

1. **Receive Communication.**
   Be sure caller identifies RC. Confirm that you read the transmission and acknowledge the RC name. If necessary, calm the caller. Set the tone by using a confident and firm tone of voice.

   If necessary, lead the caller through the 6 elements/key points of a ALTUS SCHOOLS COASTAL emergency call. **Resource Center, Number, Code, Description, Location, Listen.** It is preferable that you speak directly to the teacher whenever possible.

2. **Ascertain the level of emergency and degree of danger.**
   Prescribe action. If there is a close judgment call--- err on the side of caution.

Code Red: Optional Action

- The teacher contacts 911 immediately.
- Tell the teacher you will contact 911.
- Tell RC staff to deal with emergency until help arrives. Give them some specific tasks.
- Tell teacher you will call in report and will get right back to him/her. Talk staff through emergency if necessary. Ask if they have locked down the RC, drawn the blinds, etc.
- After you place call for help, coordinate with other central Leads to see who is closest to the RC and can arrive in the shortest amount of time.
- Contact the Sorrento Mesa RC to alert them to the emergency.

3. Assist in the implementation of the action plan worked out with the RC.
   Be conscious that the School must protect the anonymity and privacy of each student. No staff should discuss the incident with press. Refer them to a Lead.

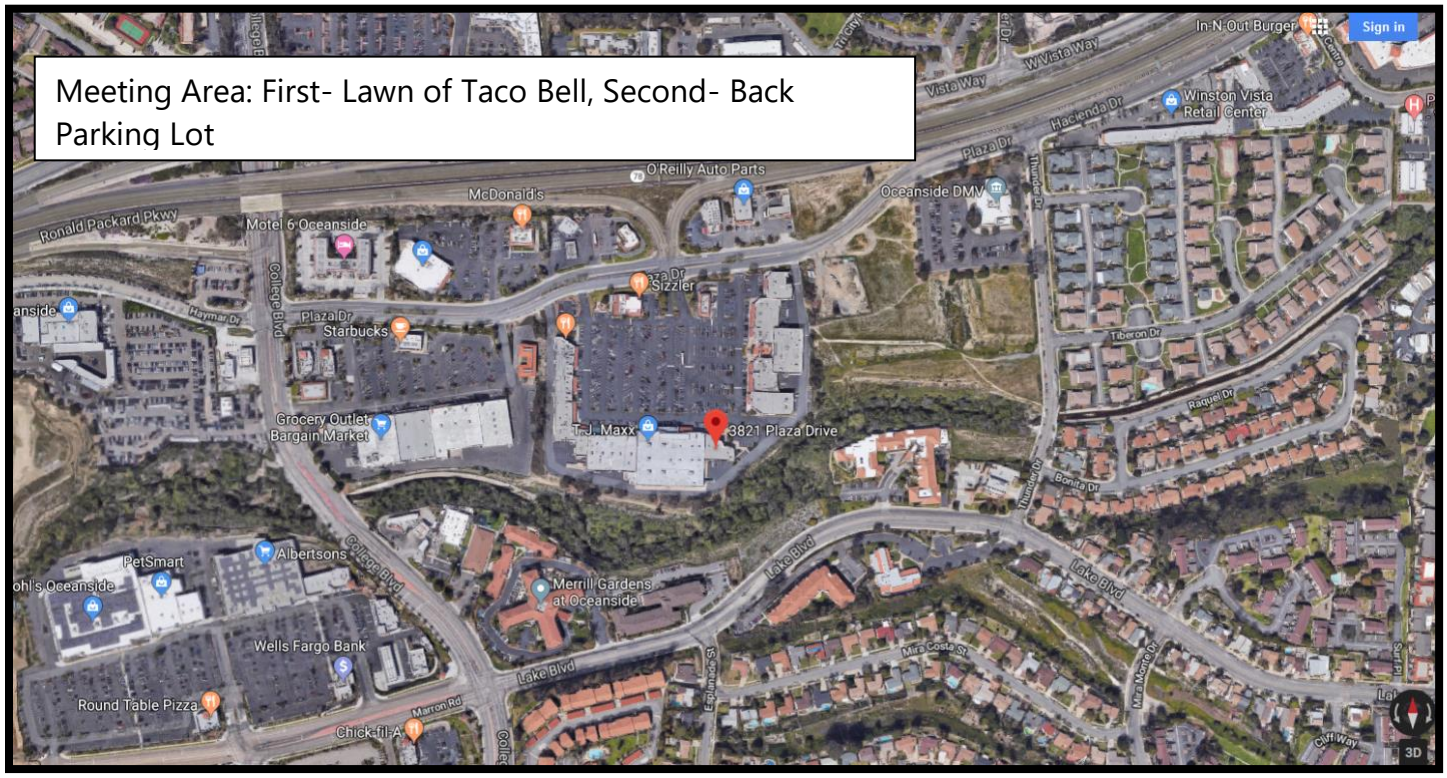
4. Log call.
   Note approximate start and end time of incident. A brief narrative describing the incident is due to the Central before the end of the day. This report could become part of a court case, so immediate

transcription is advisable to assure more accurate recall. The report may become a part of the body of information needed for further investigation.

Evacuation Plan for Altus Schools Coastal

In the event that the situation requires a further distance be placed between individuals and the facility, the Administrator of Instructional Services or designee will direct individuals to proceed to the designated meeting area.

Evacuation Locations



North Carlsbad Resource Center Exit Plan

Altus Schools Coastal
North Carlsbad Resource Center
3821 Plaza Drive, Suite 401/402
Oceanside, CA 92054
858-678-2050

- Hardwire Button/ Constant Door Lock
- Hand Sanitizer
- Thermo Scan
- COVID Caddy
- Epi-Pens
- Fire Extinguisher
- First Aid Supplies
- Circuit Panel
- Eye Wash Kit
- Alarm Keypad
- AED
- Fire/Life Safety System keypad/equipment
- Opioid Overdose Kit

1st Emergency Meeting Area
Exit main door, walk to parking lot in front of Banfield Pet Hospital

2nd Emergency Meeting Area
Exit main door to the right. Meet in back parking lot.

3rd Emergency Meeting Area
Exit rear door to the right. Meet behind the Goodwill.

Emergency Contacts
Angela : 619-757-0028
Tiffany: 619-788-3491
Security: 760-681-6833, 7am-11pm

Evacuation Location

South Carlsbad Resource Center: 6965 El Camino Real D202, Carlsbad, CA 92009
Cross Streets: Dove Lane and Aviara Parkway
Meeting Area: Grassy area next to Dove Lane then cross parking lot to Chase Bank

Persons with Disabilities

In emergencies, persons with disabilities may need special assistance in evacuating to the designated location. Each Incident Commander is responsible for pre-identification of persons with disabilities who may need assistance and assigning staff to assist them. Persons with disabilities or other staff who may need special assistance in an evacuation situation are responsible for ensuring that their Department Head is aware of their needs for assistance.

Because of the volume of foot traffic that can be expected through stairways and corridors in a building during an evacuation, there must be an area of rescue assistance established aside from the main flow of foot traffic. Such an area must be clearly marked so disabled individuals know where to go for refuge in a critical time. Proper signage for this area is "Area of Rescue Assistance." Evacuation maps will articulate this information.

The responsibility to determine disability needs, assign appropriate staff and ensure proper resources for evacuation and reunification belongs to the following individuals at this resource center:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Return to Facility/Resource Center

The Incident Commander, in consultation with the Public Safety Incident Commander, if necessary, will determine when individuals can return to the facility. In the event that staff or students must be released early, the Incident Commander must request approval from the Superintendent. The Safety Coordinator should be advised of this information.

The notification for a safe return to facilities located at this RC is:
Communication via Emergency Radio and/or Cell Phone

Shelter-In-Place Procedure

Shelter-In-Place generally occurs when evacuating the resource center is more dangerous than taking shelter inside a building. This generally occurs during natural disasters, severe weather conditions, or health hazards. The following procedure applies to this resource center. Additional information pertaining to Shelter-in-Place is available in Emergency Procedures.

Notification

The Incident Commander is responsible to notify the Incident Command Team when a Shelter-In-Place is necessary. The Safety Coordinator, in coordination with the Incident Commander is responsible for activating the Shelter-In-Place notification procedures for resource center-level personnel.

***The signal for Shelter-In-Place is: 3 short beeps, 3 long beeps followed by Verbal Instructions**
***If the primary emergency notification system fails to activate, the secondary notification method will be handheld air horns found in the Emergency Disaster Kit.**

Activation & Deactivation

Quickly direct students and staff inside to the nearest room; do a verbal and visual sweep as you get everyone inside. Shut all doors and windows leading into the room, including interior doors. Doors may be opened for late arrivals if the exterior environment is safe. Take student attendance and report missing or extra students to the Sorrento Mesa RC by radio, telephone or e-mail. For environmental emergencies, immediately shut off the air conditioning/heating system, try to seal air vents and gaps under doors and around windows. Monitor your local radio, T.V. or e-mail for updates. Remain in Shelter-in-Place until the "All Clear" signal is sounded.

Return to Facility/Resource Center

The Incident Commander, in consultation with the Public Safety Incident Commander, if necessary, will determine when individuals can return to the facility. In the event that staff or students must be released early, the Incident Commander must request approval from the Superintendent. The Safety Coordinator should be advised of this information.

The notification for a safe return to facilities located at this resource center is:
Communication via Emergency Radio and/or Cell phone

Emergency Lockdown Procedures

If an emergency situation near the resource center endangers student or staff safety, **Lockdown the Site/Building.**

FIRST: Follow the lockdown procedures below and notify an Executive Safety Committee Member immediately.

Executive Safety Committee	Office Number	Cell Number
Angela Neri	858-678-2045	619-757-0028
Eleanor Pe	858-678-2036	
Tim Tuter	858-678-2042	619-992-5740

During a lockdown, several security measures will take place:

1. A teacher or designee will declare **"this is a lockdown"** alerting staff and students in a calm manner.
2. All students and staff remain in their resource centers.
3. All resource center doors and windows are to be closed and locked.
4. All window blinds should be drawn or closed.
5. A staff member will activate "STAY" function on ADT/Everon Security Alarm Panel.
6. Safety Lead or designee in resource center will call/email Executive Safety Committee.
7. A staff member will take a head count of ALL persons in resource center/building
8. A staff member will use the attached Sign In sheet for ALL persons on location.
9. All lights should be turned off (as needed)
10. A member of the Executive Safety Committee will communicate and work directly with the Resource Center Safety Ambassador and/or designee.

ONE TO ONE COMMUNICATION. NOT EVERYONE NEEDS TO CALL.

11. No one is permitted to leave and no one, including a parent, is allowed in the resource center.
12. Students and staff will remain quiet and calm.
13. All individuals should seek immediate cover under desks or tables and remain low to the ground and away from windows or doors as needed.
14. First aid will be rendered by staff as necessary.
15. Resource Center staff should not make statements to the media.

ONLY A MEMBER OF THE EXECUTIVE SAFETY COMMITTEE MAY LIFT A LOCKDOWN.

Persons who may activate a resource center lockdown:

- Any member of the resource center staff or community safety support (Police, Fire, Mall Management etc.) may declare a lockdown.

Conditions in which to activate a school-wide or resource center- specific lockdown may include, but not limited to:

- Authorities inform the school or resource center of a dangerous situation in close proximity to the facility.
- The immediate pursuit of a dangerous suspect.
- The execution of a high-risk search or arrest warrant.
- A large-scale enforcement operation involving potentially dangerous suspects.
- Someone with a weapon is en route to a resource center.
- Gunshots are heard nearby.
- An act of terrorism.

BEST PRACTICE: enroll your work email on local media news alerts for your area

Should a lockdown occur, parents should be aware of the following:

- Remain calm as resource center and local authorities manage the situation.
- If a lockdown lasts for an extended period of time, or goes beyond dismissal time, students will not be allowed to leave until recommended by the appropriate authorities. Resource Center staff will attempt to notify parents by phone.
- Parents may be required to pick up children from the resource center or another designated staging area, once it is determined to be safe to do so.
- Parents will be required to present identification.
- The reunification location will be given to parents over the phone, if possible.
- Students and parents are reminded that during an emergency situation, cellular sites may be overwhelmed due to a high volume of calls. It is critical that text messaging and cell phone use be kept to a minimum so that emergency services have priority to assist the students and staff on the resource center.

Following Lockdown:

- The Safety Ambassador for the site will fill out and submit to the Administrator of Instructional Services within 24 hours:
  - Lockdown Incident Report Form
  - Emergency Sign-In Report
  - Emergency Student Sign Out Report
- The Safety Committee will convene within 72 hours to debrief
- The Safety Coordinator will keep a record of all occurrences.

Lockdown Incident Report

Site/Building:	**Duration of Lockdown:** **Beginning time:** **End Time:**
Date of Incident:	**Report Prepared by:**
Name of Executive Safety Lead Notified:	

1. Type of Incident/Brief Explanation:

2. Who declared the lockdown?

3. How did you hear about the need for a lockdown?

4. Were there any First Aid or Health matters during the lockdown? If so, please explain.

5. Is there a need for follow up to any students/parents?

6. Did you have enough communication, Information, and resources during your lockdown?

7. Are there any recommendations:

***Attach this report to the Sign in Sheets and the Sign Out report.**
Return entire Lockdown packet to Angela Neri within 24 hours.

Signature: _____ **Date:** _____

Date Report Received: _____

EMERGENCY LOCKDOWN SIGN IN SHEET

(ALL persons onsite/building sign in)

When the Safety Team lifts the lockdown, please use the attached Emergency Release Record to sign students out.

Date/Time of lockdown:	**Resource Center/Building:**	**Name of Safety Lead Notified:**

Use the sign in sheet below for **ALL** persons in the lock down area.

NO ONE is to leave OR enter the site/building.

	Last Name	**First Name**	**Position/Role**	**Signature**
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

Page of

EMERGENCY RELEASE SIGN OUT RECORD PAGE 1 of __

Date:	Time of lockdown:	Safety Lead lifted lockdown:
Resource Center/Building:	Time lockdown lifted:	Location of students at Lift:

PLEASE PRINT

1.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

2.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

3.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

4.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD PAGE 2 of __

5.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

6.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

7.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

8.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

9.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:

Signature of Parent/Guardian:	Form of ID:	Checked By:

10.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

11.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

12.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

13.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

14.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD PAGE 4 of __

15.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

16.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

17.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

18.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

19.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:

	Signature of Parent/Guardian:	Form of ID:	Checked By:

Parent Notification & Reunification Procedure

Following a lockdown, shelter-in-place, or other emergency action, there may be a need to reunite students with parents. This is often a difficult and somewhat chaotic event, requiring planning and resources. The following resource center procedure was developed to limit chaos and ensure a safe reunification of students with their parents or legal guardians.

Notification

In the event the Administrator of Instructional Services determines students are to be released from the resource center, a collaborative effort will begin to notify parents/guardians of the unification effort using information provided on student's emergency contact cards, as well as information available within the school student database.

Reunification

Reunification will generally occur from the location pre-identified as the evacuation point. Staff and law enforcement will be stationed at one central point, where all students will enter and exit the unification location. Incident Command Team members will use resource center attendance and emergency card information to check in and out students.

The responsibility of reunification, determining needs, assigning appropriate staff, and ensuring proper resources for reunification at this resource center belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Earthquake Procedures

Earthquakes often occur without notice and generally have after-shocks which are just as dangerous as the initial quake. Building evacuation will generally occur following a major earthquake due to potential dangers of fires or explosions. The following earthquake information pertains to this RC.

Notification

Give the command to "Drop, Cover, and Hold" at the first indication of shaking ground.

Attempt to gain safety under tables, desks, or other supporting objects. Consider holding onto the supporting object to keep it over your body. If in a hallway, move to an inside wall and stand in the doorway.

Remain away from windows to avoid falling glass, and away from large objects that may fall upon your person.

Extinguish any flames and turn off power to equipment and electrical appliances if possible. Turn off gas valves as well.

Hold undercover for at least two minutes to assess damage and injuries while waiting for the first aftershock to occur.

After the first aftershock, activate your evacuation procedures after confirming the path and destination are safe.

Do not return to the inside of any building until emergency personnel has checked the buildings for safety.

Structural Failure

Give the command to evacuate the affected building or area and secure the premise to prevent entrance by others.

Advise Administrator of Instructional Services of the situation. Contact the Director of Operations and Technology at (619) 778-3491.

Upon arrival of emergency personnel, coordinate to evaluate known information and decide upon a course of action to render the situation safe.

Fire Procedures

Fires often occur without notice and can spread quickly if not addressed. Building evacuation will generally occur following a fire notification due to potential dangers of burns and smoke inhalation. The following fire information pertains to this RC.

Notification

Notify your Administrator of Instructional Services. If possible, quickly assess the location and size of the fire to determine an appropriate evacuation action.

Alert all staff and students of the fire location and condition – activate your fire alarm system to sound the alarm.

Begin evacuation procedures for everyone to an appropriate assembly area. Remember to move individuals away and upwind from the hazard.

Call the Fire Department ("9-1-1") or notify Director of Operations and Technology by calling 619-778-3491. The Director of Operations and Technology will handle notifying the proper emergency and communications personnel.

Render first aid as needed. Be sure to notify the Director of Operations and Technology of injuries.

Activate specific components of your emergency plan as appropriate.

Supervise the evacuation and ensure all rooms and unsafe areas are evacuated. Check to ensure accountability for all staff and students. Maintain control of evacuees at the assembly area until the situation is under control.

Have some staff standing by the entrance to direct responding fire personnel to the fire location.

Upon arrival of emergency personnel, coordinate to evaluate information and decide upon a course of action to either return to the RC or arrange for an early dismissal.

Fire/Earthquake Evacuation Drill Report

_____

School/Resource Center

Date of Training/Drill	Time of Training/Drill	Duration (in minutes)	Number of Students Participating

**Please conduct the drill at least three times on different days and/or times so as many students as possible can participate.*

1. Names of staff members participating in drill:

2. If there were others present during the drill, please list their names and reasons for being at the site (volunteer, guest speakers, parent, etc.):

3. Location of Evacuation/Assembly Area:

4. What worked particularly well during the training and drill?

5. How could the training/drill be improved to make it more effective?

6. Any other suggestions?

7. Safety Supplies have been reviewed?
   - ❑ *See attached for needed items*
   - ❑ *Reviewed and NO items are needed at this time*

Report prepared by: _____

Signature: _____ *Date:* _____

Safety Supplies

The following checklist will help you identify the items that you will review each time you perform a drill. If your kit needs replenishment, please identify the item(s) below.

First Aid Kit

- ❑ Twenty Gauze pads, non-sterile (3 x 3 or 4 x 4)
- ❑ Four Roller Gauze, 4" wide, to secure gauze pads over wounds
- ❑ Two Adhesive tape, 1" wide, to secure gauze pads or bandages over wound
- ❑ Fifty Band-Aids, Regular size, 1" x 3", to cover minor wounds
- ❑ Twenty Band-Aids, small, to cover minor wounds (finger)
- ❑ Ten Band-Aids, large, to cover large wounds
- ❑ Five Pairs Latex-free gloves, Medium
- ❑ Two Cold compress
- ❑ Twenty Cotton Tip Applicators
- ❑ Two Triangular Bandage
- ❑ Four Thermometers-disposable
- ❑ One CPR Mask
- ❑ Written instructions for first aid kit use

Blood Bourne Pathogen Kit (BBP Kit)

- ❑ Wastebasket for supplies storage
- ❑ Marked spray bottle to create disinfectant solution
- ❑ Dishwashing Soap
- ❑ Sponge
- ❑ Gloves
- ❑ Zip lock baggies
- ❑ Roll of paper towels
- ❑ Brush and dust pan
- ❑ Wastebasket size plastic liners
- ❑ Kitty litter
- ❑ Disposable plastic aprons
- ❑ Written instructions for the use of the BBP kit and materials
- ❑ 1 pair Goggles
- ❑ 2 pairs Shoe Covers

Backpack Survival Kit

- ❑ Emergency Preparedness Binder (contains
- ❑ Safety Plan and other documents) Transistor AM/FM radio
- ❑ Wired Phone
- ❑ Safety glow sticks - 2
- ❑ Candles - 2
- ❑ Emergency Blanket
- ❑ Waterproof Matches
- ❑ Whistle (located on the end of the "Life Gear" glow stick)
- ❑ Flashlights
- ❑ Duct Tape
- ❑ Pad of Paper Marker

Field Trip First Aid Kit

- ❑ Ten Sterile gauze pads, 2"x2"
- ❑ Two Gauze roller, 4"
- ❑ Four Gauze roller, 2"
- ❑ Fifteen Band-Aids, Regular size, 1"x3"
- ❑ Five Band-Aids, large
- ❑ Two Triangular bandage
- ❑ One Adhesive tape, 1"
- ❑ One Hand sanitizer, 2oz bottle
- ❑ One First Aid Antiseptic, 2oz bottle
- ❑ One CPR Mask
- ❑ Written instructions for first aid kit use

Science Cart First Aid Kit

- ❑ One Absorbent Compress
- ❑ Ten Antibiotic Cream
- ❑ Ten Antiseptic Towelettes
- ❑ Ten Burn Cream
- ❑ Five Fabric fingertip bandages
- ❑ Four Fabric Knuckle Bandages
- ❑ One First Aid Tape
- ❑ One Forceps 4"
- ❑ Four Gauze pads 3x3
- ❑ One Gauze roll, 2" x 6 yd
- ❑ One Instant Ice Pack 5x7"
- ❑ 2 large Nitrile Gloves
- ❑ Sixteen Plastic Bandages 1x3"
- ❑ One Scissors 4"
- ❑ One Sting Wipes 1 x2"
- ❑ One Triangular Bandage 40x40x56"
- ❑ First Aid Facts Guide

COVID Caddy

- ❑ One Disinfectant wipes
- ❑ Two Disinfectant spray
- ❑ Paper towels
- ❑ One box of Masks
- ❑ One box of Gloves
- ❑ One Thermometer with Batteries

- ❑ Hand sanitizer

Notes:

EMERGENCY RESPONSE: ALLERGIC REACTION

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

- X If imminent risk, call 911.
- X Send for immediate help (Firs Aid, CPR, medical) and medication kit (for known allergies).
- X Notify the Administrator of Instructional Services.
- X Assist in getting Epinephrine Delivery System for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
- X If an insect sting, remove stinger immediately.
- X Assess situation and help student/staff member to be comfortable.
- X Move student or adult only for safety reasons.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- X If imminent risk, call 911 (always call 911 if using an Epinephrine Delivery System).
- X Notify nurse/parent or guardian.
- X Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- X Observe for respiratory difficulty.
- X Attach a label to the person's clothing indicating: time & location of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- X Keep an Epinephrine Delivery System in the school RC and notify staff as to location.
- X Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.

EMERGENCY RESPONSE: BIOLOGICAL AGENT RELEASE

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the Resource Center

STAFF ACTIONS:

X Notify the Administrator of Instructional Services.
X Move students away from immediate vicinity of danger (if outside, implement **Take Cover**).
X Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
X Follow standard student assembly, accounting and reporting procedures.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

X Initiate **SHELTER IN PLACE**.
X Shut off HVAC units.
X Move to central location where windows and doors can be sealed with duct tape.
X Call 911. Provide location and nature of the emergency and school actions taken.
X Notify Director of Operations and Technology of the situation.
X Turn on a battery-powered commercial radio and listen for instructions.
X Remain inside the resource center until the Department of Health or Fire Department determines it is safe to leave.
X Arrange for psychological counseling for students and staff.

Inside the Resource Center

STAFF ACTIONS:

X Notify the Administrator of Instructional Services or Safety Ambassador.

- X Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- X Implement **EVACUATION** or **EMERGENCY MEETING AREA EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
- X Follow standard student assembly, accounting and reporting procedures.
- X Prepare a list of those who are in the affected area to provide to emergency response personnel.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- X Initiate **EVACUATION** of the resource center or **EMERGENCY MEETING AREA EVACUATION** to move students away from immediate vicinity of danger.
- X Move up-wind from the potential danger.
- X Call 911. Provide exact location and nature of emergency.
- X Designate security team to isolate and restrict access to potentially contaminated areas.
- X Wait for instructions from emergency responders-- Health or Fire Department.
- X Notify Director of Operations and Technology of the situation.
- X Arrange for immediate psychological counseling for students and staff.
- X Wait to return to the resource center until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- X Wash affected areas with soap and water.
- X Immediately remove and contain contaminated clothing
- X Do not use bleach on potentially exposed skins.
- X Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

EMERGENCY RESPONSE: BOMB THREAT

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

Telephone Bomb Threats

- Remain calm/courteous.
- Read phone's visual display.
- Listen, don't interrupt.
- Keep caller talking. Pretend hearing difficulty.
- Notice details: background noises, voice description.
- Ask: When? Where? What? How?
- Don't touch any suspicious objects.

Call 911

PERSON RECEIVING THREAT BY TELEPHONE:

X Listen. Do not interrupt caller.

X Keep the caller on the line with statements such as "*I am sorry, I did not understand you. What did you say?*"

X Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.

X Notify Safety Ambassador immediately after completing the call.

X Complete the Bomb Threat Checklist.

PERSON RECEIVING THREAT BY MAIL:

X Note the manner in which the threat was delivered, where it was found and who found it.

X Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.

X Caution students against picking up or touching any strange objects or packages.

X Notify the Administrator of Instructional Services or Safety Ambassador.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

X Call 911.

X If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.

- X Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- X Determine whether to evacuate the threatened resource center and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- X Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- X If it is necessary to evacuate the entire school, use the fire alarm.
- X Notify the Director of Operations and Technology of the situation.
- X Direct a search team to look for suspicious packages, boxes or foreign objects.
- X Do not return to the resource center until it has been inspected and determined safe by proper authorities.
- X Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

- X Use a systematic, rapid and thorough approach to search the resource center and surrounding areas.
- X Check the resource center and work areas, public areas (foyers, , bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- X If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

- X Evacuate students as quickly as possible, using primary or alternate routes.
- X Upon arrival at the designated safe emergency meeting area, take attendance. Notify the Administrator of Instructional Services/Safety Ambassador of any missing students.
- X Do not return to the resource center until emergency response officials determine it is safe.

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

- Remain calm & do not hang up, keep the caller on the line for as long as possible
- If possible, signal other staff members to listen & notify Site Decision Maker(s)
- If the phone has a display, copy the number and/or letters on the display
- Write down the exact wording of the threat
- Record the call, if possible
- Fill out the Bomb Threat Checklist immediately

If you receive a written threat:

- Handle the document as little as possible
- Note date, time, and location the document was found
- Secure the document and do not alter the item in any way
- Notify the organization Site Decision Maker(s)

If you receive a social media or email threat:

- Do not turn off or log out of the account
- Leave the message open on the device
- Take a screenshot, or copy the message and subject line
- Note the date and time
- Notify the organization Site Decision Maker(s)

**** Refer to your local bomb threat management plan for evacuation criteria***

DO NOT:

- Use two-way radios or cellular phone in close proximity to a suspicious item
- Touch or move a suspicious item

IF A SUSPICIOUS ITEM IS FOUND, CALL 911

For more information about this form contact the CISA Office for Bombing Prevention at: OBP@cisa.dhs.gov

BOMB THREAT CHECKLIST

DATE: **TIME:**

TIME CALLER HUNG UP: **PHONE NUMBER WHERE CALL RECEIVED:**

Ask Caller:

- Where is the bomb located? (building, floor, room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (background/level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice	Background Sounds	Threat Language
☐ **Female**	☐ Animal noises	☐ Incoherent
☐ **Male**	☐ House noises	☐ Message read
☐ Accent	☐ Kitchen noises	☐ Taped message
☐ Angry	☐ Street noises	☐ Irrational
☐ Calm	☐ Booth	☐ Profane
☐ Clearing throat	☐ PA system	☐ Well-spoken
☐ Coughing	☐ Conversation	
☐ Cracking Voice	☐ Music	
☐ Crying	☐ Motor	
☐ Deep	☐ Clear	
☐ Deep breathing	☐ Static	
☐ Disguised	☐ Office machinery	
☐ Distinct	☐ Factory machinery	
☐ Excited	☐ Local	
☐ Laughter	☐ Long distance	
☐ Lisp		
☐ Loud		
☐ Nasal		
☐ Normal		
☐ Ragged		
☐ Rapid		
☐ Raspy		
☐ Slow		
☐ Slurred		
☐ Soft		
☐ Stutter		

OTHER INFORMATION:

EMERGENCY RESPONSE: FLOOD

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate the resource center. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- X Issue **STAND BY** instruction. Determine if evacuation is required.
- X Notify local police department of intent to **EVACUATE**, the location of the emergency meeting area and the route to be taken to that location.
- X Delegate a search team to assure that all students have been evacuated.
- X Post a notice on the resource center door stating where the school has relocated and inform the Sorrento Mesa RC.
- X Monitor local AM radio weather station for flood information.
- X Notify the Director of Operations and Technology of school status and action taken.
- X Do not allow staff and students to return to the resource center until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- X If warranted, **EVACUATE** students using the evacuation plan. Take the attendance roster, emergency backpack and student comfort kits. Check attendance before leaving the resource center.
- X Remain with students throughout the evacuation process.
- X Upon arrival at the emergency meeting area, take attendance. Report any missing students to the Administrator of Instructional Services/Safety Ambassador and emergency response personnel.
- X Do not return to the resource center until it has been inspected and determined safe by property authorities.

EMERGENCY RESPONSE: GAS ODOR / LEAK

All school personnel and custodians shall immediately report any gas odor or suspected gas leak to the Director of Operations and Technology. If an odor is detected outside the resource center, it may not be necessary to evacuate.

STAFF ACTIONS:

- X Notify the Administrator of Instructional Services.
- X Move students from immediate vicinity of danger.
- X Do not turn on any electrical devices such as lights, computers, fans, etc.
- X If odor is severe, leave the area immediately.
- X If the resource center is evacuated, take student attendance and report any missing students to the Administrator of Instructional Services/Safety Ambassador.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- X If gas leak is internal, evacuate the resource center immediately.
- X Call 911.
- X Notify utility company.
- X Determine whether to move to alternate location.
- X If extended stay outdoors in inclement weather, contact the Director of Operations and Technology.
- X Do not return to the resource center until it has been inspected and determined safe by proper authorities.

EMERGENCY RESPONSE: HAZARDOUS MATERIALS

The nature of the material and the proximity of the incident to the resource center will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** of the school. See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- X Call 911, if necessary.
- X If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
- X Initiate **EVACUATION.** Any toxic cloud that can affect students in their resource centers would very likely affect them outside the resource centers as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- X Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- X If time is available, initiate **Emergency Meeting Area Evacuation**. Move students and staff away from the path of the hazardous materials.
- X Notify Director of Operations and Technology.
- X Wait for instructions from emergency responders-- Health or Fire Department.
- X Do not allow the return of students to the resource centers or buildings until public safety officials declare the area safe.
- X Upon return to school, ensure that all resource centers are adequately aired.

TEACHER ACTIONS:

- X Follow standard student assembly, accounting and reporting procedures.
- X Report names of missing students to the Sorrento Mesa RC.
- X Do not take unsafe actions such as returning to the resource center before it has been declared safe.

EMERGENCY RESPONSE: HOSTAGE SITUATION

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS

X Call 911. Provide all known essential details of the situation:
- Number of hostage takers and description
- Type of weapons being used
- Number and names of hostages
- Any demands or instructions the hostage taker has given
- Description of the area

X Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.

X Protect resource center occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both).

X Secure exterior doors from outside access.

X When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.

X Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.

X Identify media staging area, if appropriate. Implement a hotline for parents.

X Account for students as they are evacuated.

X Provide recovery counseling for students and staff.

STAFF ACTIONS:

X If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.

X Alert the Administrator of Instructional Services/Safety Ambassador.

X Account for all students.

EMERGENCY RESPONSE: INTRUDER

All public schools are required to post signs at points of entry to their resource centers. The following statement should be used on signage:

> **All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the front desk. Failure to do so may constitute a misdemeanor.**
>
> **--** *California Penal Code Title 15, Chapter 1.1 § 627.2*

To prevent intruders on resource centers, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- X Initiate **LOCKDOWN**.
- X Request intruder to leave the resource center. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
  - *"What can we do to make this better?'*
  - *"I understand the problem, and I am concerned."*
  - *"We need to work together on this problem."*
- X As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- X Keep subject in view until police or law enforcement arrives.
- X Take measures to keep subject away from students and the resource center.
- X Designate an administrator or staff member to coordinate with public safety at their command post; provide a resource center map/exit plan and keys to public safety personnel.
- X When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- X Be available to deal with the media and bystanders and keep the resource center clear of visitors.

STAFF ACTIONS:

- X Notify the Administrator of Instructional Services/Safety Ambassador. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- X Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
- X Isolate intruder from students. Lock the resource center doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced.

EMERGENCY RESPONSE: UTILITY FAILURE

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR:

- X Notify utility company. Provide the following information:
- X Determine length of time service will be interrupted.
- X Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- X If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- X Use messengers with oral or written word as an alternate means of faculty notification.
- X Notify the Sorrento Mesa RC of loss of service.
- X Implement plan to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water

Toilets:
Drinking Water:
Food Service:
Fire Suppression:
Other:

B. Plan for Loss of Electricity

Ventilation:
Emergency Light:
Computers:
Other:

C. Plan for Loss of Natural Gas

Heat:
Food Service:
Other:

EMERGENCY RESPONSE: THREATS / ASSAULTS

Threats occur when a belligerent or armed person on the resource centers bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may be received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

X Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:
1) Is the individual moving towards violent action?
2) Is there evidence to suggest movement from thought to action?
- High violence potential qualifies for arrest or hospitalization.
- Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.

X Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.

X Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be **LOCKDOWN** or **EVACUATION**. Cancel all outside activities.

X Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.

X If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.

X Facilitate a meeting with student(s) and family to review expectations.

X Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

X If any students are outside, move them inside the resource center or away from the location of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.

X Inside the resource center, institute **LOCKDOWN**. Close all curtains and blinds.

X Disconnect the school television system in resource centers so the individual cannot view news coverage and see locations of police/students/etc.

X Remain with students until **ALL CLEAR** is given.

EMERGENCY RESPONSE: IRRATIONAL BEHAVIOR

A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- X Keep the individual under continuous adult supervision.
- X Keep the individual in the resource center until parent/guardian has been notified.
- X Arrange appropriate support services for necessary care of individual.
- X If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
- X School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the Administrator of Instructional Services. The next steps may include:
    - Provide parents/guardian with the names and phone numbers of mental health resources
    - Recommend that the parents make an immediate contact with a therapist.
    - Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
- X Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- X Provide follow-up collaborative support for the student and parents (as indicated) within the school
- X Develop a safety plan prior to the student's return to school.
- X Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

- X Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- X Notify the Administrator of Instructional Services/Safety Ambassador.
- X Notify school nurse, school psychologist, counselor or social worker.
- X Protect individual from injury.

EMERGENCY RESPONSE: EXPLOSION

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR:

- X Determine whether emergency meeting area evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the resource center. **EVACUATION** may be warranted in some resource centers but others may be used for **SHELTER IN PLACE**.
- X Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- X Secure area to prevent unauthorized access until the Fire Department arrives.
- X Advise the Director of Operations and Technology of school status.
- X Notify emergency response personnel of any missing students.
- X Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- X Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check resource centers and work areas, public areas (foyers, , bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- X Determine if Student Release should be implemented. If so, notify staff, students and parents.
- X If damage requires the school to be closed, notify parents and staff of school status and alternate location for resource center instruction. Do not return to the resource center until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- X Initiate **DROP, COVER AND HOLD ON**.
- X If explosion occurred inside the resource center, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the resource center and away from fire-fighting equipment.
- X Check to be sure all students have left the resource center. Remain with students throughout evacuation process.
- X Upon arrival at assembly area, check attendance. Report status to Safety Ambassador immediately.
- X Render first aid as necessary.
- X Do not return to the resource center until the emergency response personnel determine it is safe to do so.
- X If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

EMERGENCY RESPONSE: PANDEMIC INFLUENZA

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

X Activate heightened surveillance of illness within school location. Gather data on symptoms of students and staff who are sick at home.
X Insure that students and staff members who are ill stay home.
X Send sick students and staff home from school immediately.
X Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
X Monitor bulletins and alerts from the Department of Health and Human Services.
X Keep staff informed of developing issues.
X Assist the Department of Health and Human Services in monitoring outbreaks.
X Respond to media inquiries regarding school attendance status.
X Implement online education, if necessary, so that students can stay home.
X Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

Respiratory Hygiene Etiquette

- Cover your cough and sneeze with a tissue.
- Wash hands with soap and water or a waterless hand hygiene product.
- Place used tissues into a sealed bag.

STAFF and STUDENT ACTIONS:

x Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
x Practice "respiratory hygiene etiquette".
x Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
x Implement online homework assignments so that students can stay home.

EMERGENCY RESPONSE: MEDICAL EMERGENCY

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first-aid care, while others may require immediate medical attention. This is not a First-Aid manual. When in doubt, dial 911. Medical emergencies involving any student or employee must be reported to the Director of Operations and Technology and the School Administrator.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- × Assess the victim (ABC – Airway, Breathing, Circulation. Call 911, if appropriate. Provide:
  - School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
  - Exact location within the building
  - Nature of the emergency and how it occurred
  - Approximate age of injured person
  - Caller's name and phone number
  - Do not hang up until advised to do so by dispatcher.
- × Assign a staff member to meet rescue service and show medical responder where the injured person is.
- × Assemble emergency care and contact information of victim
- × Monitor medical status of victim, even if he or she is transported to the hospital.
- × Assign a staff member to remain with individual, even if he or she is transported to the hospital.
- × Notify parents/guardians if the victim is a student. Describe type of illness or injury, medical care being administered, and location where the student has been transported.
- × Advise the staff of situation (when appropriate). Follow-up with parents.

STAFF ACTIONS:

- × Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
- × Notify the Director of Operations and Technology/School Administrator.
- × Stay calm. Keep individual warm with a coat or blanket.
- × Ask school nurse or CPR-licensed staff to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
- × Do not give the individual anything to eat or drink.

ADDITIONAL STEPS FOR THE SCHOOL:

_____

_____

_____

EMERGENCY RESPONSE: SUDDEN CARDIAC ARREST

A cardiac emergency requires immediate action. Cardiac emergencies may arise as a result of a Sudden Cardiac Arrest (SCA) or a heart attack but can have other causes. SCA occurs when the electrical impulses of the heart malfunction resulting in sudden death.

Signs of Sudden Cardiac Arrest can include one or more of the following:

- Not moving, unresponsive or unconscious, *or*
- Not breathing normally (i.e., may have irregular breathing, gasping or gurgling or may not be breathing at all), *or*
- Seizure or convulsion-like activity.

Note: Those who collapse shortly after being struck in the chest by a firm projectile/direct hit may have SCA from commotio cordis. The person may have signs of cardiac arrest described above and is treated the same.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

× **Assess the victim (ABC – Airway, Breathing, Circulation.**

× **Call 911, as soon as you suspect a sudden cardiac arrest.**
Facilitate immediate access to professional medical help:
Provide:

- School name, address including nearest cross street(s) and fastest way for ambulance to reach the building and patient's condition.
- Give the exact location and provide the recommended route for ambulances to enter and exit and escort to the victim.
- Nature of the emergency and how it occurred
- Approximate age of injured person
- Caller's name and phone number
- Do not hang up until advised to do so by dispatcher.
- Remain on the phone with 9-1-1.
(Bring your mobile phone to the patient's side and put on speaker, if possible.)

× Immediately contact the members of the First Aid and Medical Team using your school's designated communication system (i.e. walkie talkies, cell phone).

× Give the exact location of the emergency. ("Mr. /Ms. ___ suite #, etc."). Be sure to let EMS know which door to enter. Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.

× If you are a FAMT member, proceed immediately to the scene of the cardiac emergency.

× The closest team member should retrieve the automated external defibrillator (AED) to the scene and leave the AED cabinet door open as a signal that the AED was retrieved.

× **Start CPR**

Begin continuous chest compressions and have someone retrieve the AED if not at the scene. Referred to simplified adult BLS graphic below.

- Press hard and fast in the center of the chest, at 100-120 compressions per minute. (Faster than once per second, but slower than twice per second.) Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth at least 2 inches (or 1/3rd the depth of the chest for children under 8 years old). Follow the 9-1-1 telecommunicator's instructions, if provided.
- If you are able and comfortable giving rescue breaths, please use a barrier and provide 2 rescue breaths after 30 compressions.

× **Use the nearest AED:**

a. When the AED is brought to the patient's side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED's audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks. Be familiar with your school's AED and if you will need to press the shock button or if it will deliver automatically.
    - Note: The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.
b. Minimize interruptions of compressions when placing AED pads to patient's bare chest.
c. Continue CPR until the patient is responsive or a professional responder arrives and takes over. Make sure to rotate persons doing compression to avoid fatigue.

× **Transition care to EMS.**

a. Once EMS arrives, there should be a clear transition of care from the CERT to EMS.
b. Team focus should now be on assisting EMS safely out of the building/parkinglot.
c. Provide EMS a copy of the patient's emergency information sheet.

STAFF ACTIONS:

X Confirm the exact location and the condition of the patient.
X Activate the First Aid and Medical Team and give the exact location.
X Confirm that the First Aid and Medical Team has responded.
X Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
X Assign a staff member to direct EMS to the scene.
X Perform "Crowd Control" – directing others away from the scene.
X Notify other staff: school nurse, school director, school administrator, safety coordinator, etc.
X Consider medical coverage to continue to be provided at the event if continued after the event.
X Consider having the students stay in place (ie. delaying class changes or hallway traffic, dismissal, recess, or other changes) to facilitate CPR and EMS functions.
X Designate people to cover the duties of the CPR responders.
X Copy the patient's emergency information for EMS.
X Notify the patient's emergency contact (parent/guardian, spouse, etc.).

X Notify faculty and students, staff, employees, and sports attendees when to return to the normal schedule.

X Contact school district administration, human resources and/or sports facility management.

Debrief

a. Discuss the outcome of the cardiac emergency. This shall include, but not be limited to, a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.

b. An evaluation of whether the First Aid and Medical Team was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements to the Plan and in its implementation if the plan was not optimally suited for the specific incident. The post-event review may include discussions with health personnel (ideally through the school's medical counsel) to help in the debriefing process and to address any concerns regarding RC/office medical management and coordination.

c. An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including aftercare services and crisis counselors.

ADDITIONAL STEPS FOR THE SCHOOL:

_____
_____
_____
_____

EMERGENCY RESPONSE: POISONING/CONTAMINATION

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- x Call 911.
- X Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
- X Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
- X Provide a list of potentially affected students and staff to responding authorities.
- X Provide staff with information on possible poisonous materials in the building.
- X Notify the Director of Operations and Technology of the situation and the number of students and staff affected.
- X Confer with Department of Health and Human Services before the resumption of normal school activities.
- X Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

- x Notify the Director of Operations and Technology/School Administrator.
- x Call the Poison Center Hotline 1-800-222-1222.
- x Administer first aid as directed by poison information center.
- x Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

- x Keep poisonous materials in a locked and secure location.
- x Post the Poison Control Center emergency number in the front office, emergency exit plans and on all phones that can call outside.
- x Post the names of school personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

ADDITIONAL STEPS FOR THE SCHOOL:

_____

_____

_____

_____

EMERGENCY RESPONSE: ACTIVE SHOOTER/ARMED ASSAILANT

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

"*Active shooter situations*" are defined as those where an individual or individuals is "actively engaged in killing or attempting to kill people in a confined and populated area." *Active shooters / armed assailants frequently use firearms, but attacks of this type can also be made with other types of weapons (knifes, swords, etc.). These situations* are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an *active shooter / armed assailant situation* before law enforcement personnel arrive on the scene.

No single response fits all *active shooter / armed assailant situations*; therefore, it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.
    a. **Act immediately** if you or your students:
        - hear a sound that might be gunfire.
        - see something that looks like a weapon being carried or used on or near the campus.
        - sense any other indication of active shooter / armed assailant threat.
    b. **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students.
    c. **Be decisive.** Communicate your plan to your students and act quickly.
    d. **Call 911 and the Sorrento Mesa RC** as soon as it is safe to do so.

2. **Options: Run*, Hide or Fight***
    a. **Run:** If you can get yourself and your students safely away from danger, do so immediately.
        - Do not evacuate unless you…
            - know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
            - **and** can visualize a route that will get your students and yourself safely off campus.
        - Don't carry anything with you.
            - Police may mistake an item in your hands as a weapon.
            - Leave everything behind.
        - If you encounter people along the way…

- Adults: Warn them and take them with if you can but don't stop if they refuse to come.
- Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care*.

- Place terrain and buildings between you and the assailant to cover your escape.
- Keep going until you are certain you are out of danger.
- Call 911 as soon as it is safe to do so.
- Keep your students with you. Call (insert phone number) to report your location and obtain instructions.

b. Hide: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.

- Lock the doors
- Close and lock windows and close blinds or cover windows;
- Turn off lights;
- Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
- Silence all electronic devices;
- Remain silent;
- Position occupants spread out and out of line of site from room entrance.
- Prepare to take action if the assailant attempts to get in the room;
- Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
- Call 911 as soon as it is safe to do so.
- Remain in place until evacuated by identifiable law enforcement officers.

c. **FIGHT: Never seek out confrontation with an active shooter / armed assailant.** If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions.**

- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
  - Construct a strong barricade.
  - If you have another way out (a window or back door) use it while the assailant is attempting to get in.
  - If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
    a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
- Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

3. **Call 911 and initiate a school-wide LOCKDOWN** announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

a. Provide as much information as possible (slow down – be calm):
    - State the emergency: "I hear gunfire." "I saw..."
        - Give information on people who are wounded.
    - Location of the assailant (if known):
    - Description of the assailant (if known):
    - Your precise location: "room __"
    - The number of children with you:
b. Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call.

4. Special Topics

a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.
    - *Run* – If you encounter injured persons while you are trying to get out of danger…
        - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.
    - *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded.
        - As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.
    - *Fight* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
        - If you're intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
        - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.
b. Law Enforcement: If you encounter law enforcement officers…
    - Immediately raise your hands in the air and display your open palms.
    - Don't run up to officers or attempt to hug or talk to them.
    - Don't talk unless they ask you a question.
    - Do exactly what they tell you to do.
c. Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:
    - Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
    - Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.
d. Ongoing Communication: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)

e. School Activities: (School locations must also plan for and train all district / RC staff involved with student activities and extracurricular programs.)

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- Follow the All-Staff guidance described above.
- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.
    - Include as much actionable information on the announcement as possible.
        - *Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."*
    - If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people in the resource center with information they can use to better evaluate their options.
        - *Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."*
- Notify the Sorrento Mesa RC after you call 911.
- If possible, assist emergency personnel.
    - Assist police in entering the school;
    - Provide officers with keys, maps and any other information requested.

DISTRICT STAFF ACTIONS

- **Emergency Operations Center (EOC)**
    - Activate the district's Emergency Operations Center
    - Dispatch a back-up ICS team to take over responsibility for ICS functions from RC staff who will be impacted by this emergency.

- **Emergency Area Reunification**
    - The Operations Section should prepare an emergency evacuation area for reunification.
        - This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.
        - Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.
        - School staff and students will remain in lockdown until evacuated on a room-by-room basis.
        - Vans should be placed on standby for evacuation.
        - Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.

- **Crisis Intervention**
    - A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.
    - This team will also provide ongoing support throughout the recovery phase of the emergency response.

- Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.
- Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____
- _____

EMERGENCY RESPONSE: FIRE (OUTSIDE FIRE/WILDFIRE)

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- X Determine if **EVACUATION** of school location is necessary.
- X Contact local fire department (call 911) to determine the correct action for your school location.
- X If necessary, begin evacuation of school location to previously identified safe location using school evacuation plan.
- X Direct inspection of premises to assure that all students and personnel have left the building.
- X Notify the Sorrento Mesa RC where the school has relocated and post a notice on the RC door stating the temporary new location.
- X Monitor radio station for information.
- X Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- X If students are to be evacuated, take attendance to be sure all students are present before leaving the building location.
- X Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- X Take attendance at the assembly area. Report any missing students to the School Administrator/Safety Ambassador and emergency response personnel.
- X Remain with students until the building has been inspected and it has been determined safe to return to.

ADDITIONAL STEPS FOR THE SCHOOL:

FIRE (WILDFIRE)

Should a wildfire endanger the students or staff, it is important to work with the local fire department, act quickly and decisively to prevent injuries and damage to property.

In evolving situations, local authorities may not issue an evacuation warning or order early in the event, only to do so later when the event poses a greater threat. To best ensure the safety of our staff and students, school administrators should work in conjunction with local fire and law enforcement to evaluate these events relative to our school's unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and capacity, level of defensible space around our structures, and surrounding topography. It may be best for some resource centers to issue an early dismissal and voluntarily evacuate due to unique characteristics and circumstances.

If a wildfire is near our locations, fire personnel may suggest a voluntary evacuation or call for a mandated early dismissal, external evacuation, shelter-in-place or a resource center closure. The Charter Schools have procedures in place for each of these possibilities.

BEFORE

Goals:

1. Coordinate with local fire department to develop procedures that facilitate an effective and efficient wildfire response
2. Develop the capacity of staff to lead students through appropriate response options
3. Prevent the risk of injury to individuals and damage of property from wildfire

Objective(s):

Goal 1 Objectives

a) Coordinate with local fire department to ensure an effective response to a Wildfire
b) Develop procedures for voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure
c) Develop a clear chain of command with staff

Goal 2 Objectives

a) Train staff on the different wildfire response actions: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center closure

Goal 3 Objectives

a) Store combustible materials in fireproof containers
b) Follow Fire Code and district rules regarding fire prevention
c) Provide fire prevention training to staff
d) Hold Fire Drills
e) Maintain an adequate supply of fire extinguishers
f) Ensure proper maintenance of fire prevention equipment

Courses of Action:

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

Goal 1 Actions

a) Meet, plan and train with local fire department to ensure an effective response to a Wildfire. Plan for potential voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center closure
b) Develop location specific procedures to engage in a voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure
c) Use the San Diego County "School Protection and Evacuation Plan (SPEP), available on the San Diego County Office of Education website, to develop location specific plans

Goal 2 Actions

a) Provide training to staff on wildfire response actions including: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure

Goal 3 Actions

a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan
b) Ensure combustible materials are stored in fireproof containers
c) Hold fire extinguisher training for staff
d) Ensure adequate supply of fire extinguishers are appropriately maintained
e) Hold required number of fire drills and vary the situation to improve staff and student response

STAFF ACTIONS

Goal 2 Actions

a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher
b) Read any fire prevention and wildfire response materials provided by administration

Goal 3 Actions

a) Participate and lead students in fire drills
b) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto school
c) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations

DURING

Goals:

1. While coordinating with local fire department/jurisdiction's incident command, protect life and implement appropriate wildfire response actions

Objective(s):

Goal 1 Objectives

a) Conduct appropriate wildfire response actions in a timely manner
b) Conduct accountability procedures in a timely manner
c) Activate school location Incident Command Team, as necessary

Courses of Action:

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADORACTIONS:

Goal 1 Actions

a) Work with the Sorrento Mesa RC, local fire department and other responders to determine best course of action
b) Use the "Wildfire Evacuation Decision Tree" following this section.
c) Communicate plan of action to staff and students:

- voluntary evacuation
- early dismissal
- mandatory evacuation
- shelter-in-place
- resource center closure

d) Consider the following while implementing response action
    - Supplies (have staff bring emergency supplies, especially first aid kits and communication devices)
    - Food and water
    - Transportation
    - Security and Safety
    - Communications
        - Contact families to notify of planned course of action
        - Activate school Incident Command Team, as necessary
    - **Reunification Team**
        - Ensure all staff and students are accounted for
        - Ensure that access roads are kept open for emergency vehicles
        - Based on the situation, delegate staff to turn off and unplug any electrical devices left behind and/or have facilities turn off electricity
        - Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so

<u>Goal 2 Actions</u>

a) Remind staff to close doors when exiting resource centers
b) Notify appropriate utility company of suspected breaks in utility lines or pipes.
c) Notify fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.)
    - Provide SDS sheets of any chemicals on location/in the area of the fire to the fire department upon arrival
d) Notify the Sorrento Mesa RC of situation

STAFF ACTIONS:

<u>Goal 1 Actions</u>

a) Follow the directions of the Incident Command to carry out necessary response action: voluntary evacuation, early dismissal,

mandatory evacuation, shelter-in-place and resource center closure

b) If evacuating or sheltering-in-place, take emergency backpack and student kits
c) Maintain control of the students a safe distance from the fire and firefighting equipment
d) Take attendance. Report missing students to the Administrator of Instructional Services/designee and emergency response personnel
e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building or they are reunified with family
f) Serve in any designated position on the Incident Command Team
g) Shut resource center door after all individuals have exited
h) Provide information to the Administrator of Instructional Services/Safety Ambassador regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)

AFTER

Goals:

1. Effectively communicate to all stakeholders
2. Determine response strengths, areas from improvement and steps to improvement

Objective(s):

Goal 1 Objectives

a) Provide information to staff, parents, and students
b) Provide information to the Sorrento Mesa RC

Goal 2 Objectives

a) Conduct After-Action Report process

Courses of Action:

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS

Goal 1 Actions

b) Provide critical information to the Sorrento Mesa RC in order to develop effective key messages
c) Work with appropriate district department to write messages to inform parents, staff and the community about what happened
d) Work with appropriate district department to draft talking points for phone calls and media requests

Goal 2 Actions

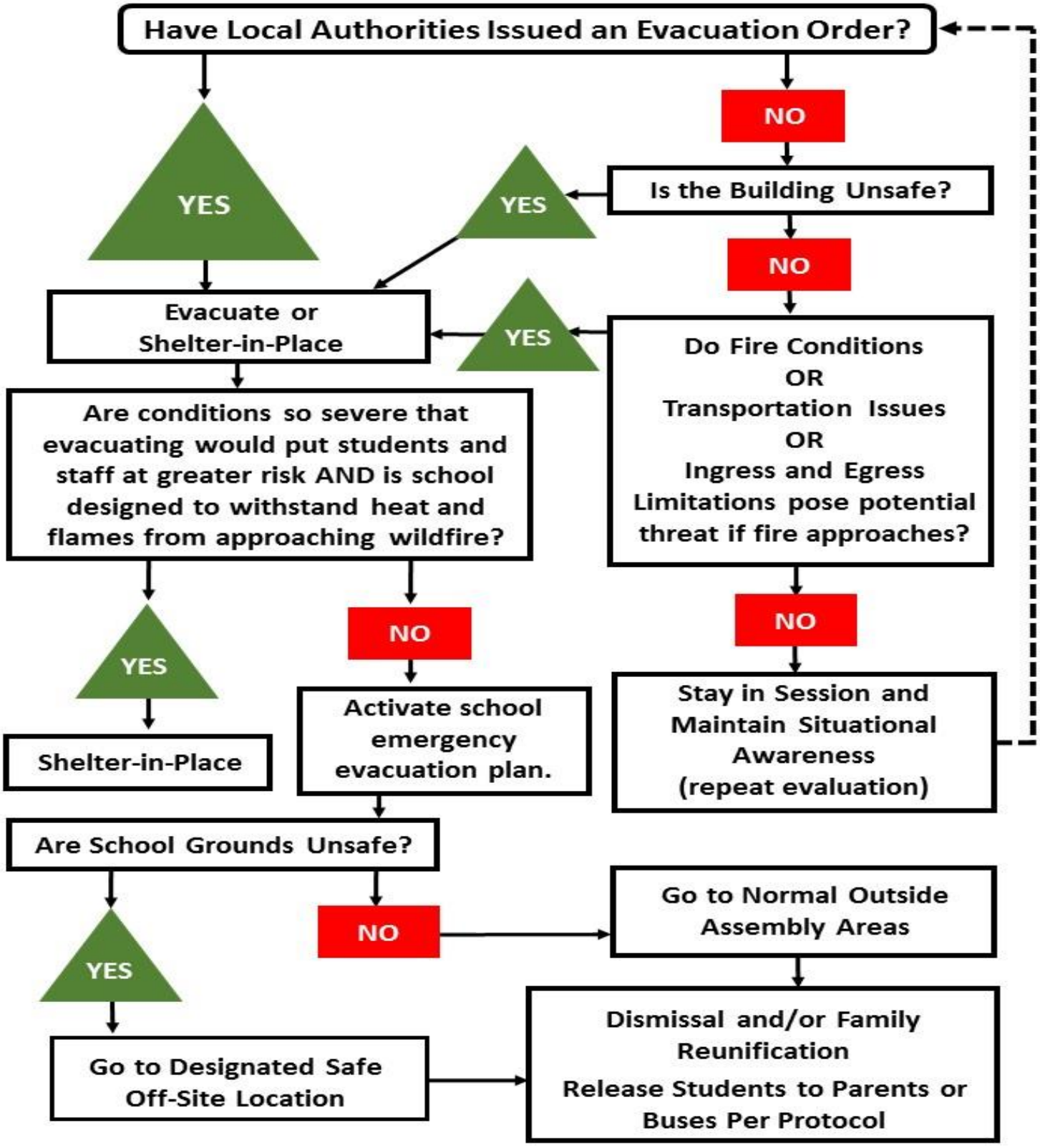
a) Conduct an after-action report process and implement necessary actions for improving future responses
b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response
c) Identify steps to improve future responses
d) Implement steps to improvement

STAFF ACTIONS

Goal 2 Actions

a) Participate in the after-action report process
b) Participate in any determined corrective actions discovered in the after-actions process

WILDFIRE DECISION TREE



EMERGENCY RESPONSE: OPIOID ANTAGONIST-Naloxone Hydrochloride

Pursuant to California Education Code 49414.3, any school districts, county offices of education, and charter schools may provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or trained personnel who have volunteered pursuant to subdivision (d), and school nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

Altus Schools Coastal has established a Staff Naloxone Hydrochloride Emergency Training Plan and Program pursuant to CDE 49414.3 which includes safe and effective management of opioid-related overdoses. This plan is also incorporated into the school emergency preparedness and response plans.

PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

Altus Schools Coastal 's primary goal in the fight against opioids and fentanyl use is prevention.
Altus Schools Coastal will use the following prevention strategies:

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
    - How opioids and fentanyl affect the body's systems.
    - Refusal strategies
    - The signs and symptoms of use/abuse
    - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.

SIX ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document SAMHSA Opioid Overdose Prevention Toolkit.

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of OVERDOSE, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name, tap the person's shoulders, clap your hands loudly in order to assess for level of consciousness.
- If this doesn't work, per Department of Health and Human Services (DHHS) recommendation, vigorously grind knuckles into the sternum (the breastbone in middle of chest).
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
- If the person does not respond, call 911.
- Grab the Opioid Overdose Emergency Kit and Automatic External Defibrillator (AED).
- Provide rescue breathing if the person is not breathing on their own and administer one dose of naloxone.
- For students, instruct staff member to contact the parent/guardian or emergency contact on file.

STEP 2: CALL 911 FOR HELP

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer's level of training).

STEP 3: ADMINISTER NALOXONE

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.

Altus Schools Coastal uses intranasal spray.

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

DURATION OF EFFECT. The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

SAFETY OF NALOXONE. The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose. Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

STEP 4: SUPPORT THE PERSON'S BREATHING

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

STEP 5: MONITOR THE PERSON'S RESPONSE

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.)
Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.
- NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

STEP 6: ADDITIONAL SUPPORT

- Have the individual transported to the nearest medical facility, even if symptoms seem to get better.
- Debrief with students and staff present and assess further needs for support.
- Complete an Accident Report Form.
- Follow up with assigned school nurse for additional support.

ACTIVE SHOOTER AND OTHER ARMED ASSAILANT DRILLS

INTRODUCTION

The National Association of School Psychologists (NASP) and the National Association of School Resource Officers (NASRO) represent key members of school safety and crisis teams. We are committed to supporting school communities' understanding and implementation of best practices related to school safety, school mental health, and crisis prevention and response. We have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative, a nonprofit organization of parents, educators, and other members of the school community, and the ALiCE Training Institute, a for-profit company that provides active shooter training.

Critical elements to effective crisis preparedness and response of any kind are a common understanding of purpose and procedures among all participants, a respect for each other's roles and perspectives, and a shared commitment to ensure the safety and well-being of all members of the school community. Our common goals in this document are to provide best practice information to help schools determine to what extent they need armed assailant training and to conduct trainings that make best use of resources, maximize effectiveness, and minimize physical and psychological risks. Importantly, this document is not intended to provide specific guidance on *how* to conduct active assailant drills but rather to provide guidance on many of the issues that must be considered when planning for and implementing such training. The specifics of any training should be determined at the local level by appropriately trained school leadership, school safety and mental health personnel, and law enforcement.

Please note that the appendices in this document contain very important decision-making information. They are referenced within and at the end of the document.

PART I: OVERVIEW

Schools have a responsibility to protect the physical and psychological well-being of their students and staff. This includes creating positive school climates, preventing negative behaviors such as bullying and harassment, and being prepared to respond to potential threats such as weather emergencies, fires, and acts of violence. Effective crisis planning, prevention, response, and recovery capabilities are essential for schools to meet this responsibility (Cowan, Vaillancourt, Rossen, & Pollitt, 2013). Although situations involving an active, armed assailant on school property are extremely rare, schools are increasingly considering how to best prepare for and respond to this type of event.

According to the U.S. Department of Homeland Security (2008) and the Federal Bureau of Investigation (Blair & Schweit, 2014) an *armed assailant* is defined as an armed person who attempts to use deadly force on others, typically in a confined and populated area. The term *active shooter* refers to those assailants who use firearms, as opposed to knives or other weapons. Some U.S. states have mandated active shooter drills for schools but have offered little to no guidance on proper implementation.

Schools should plan for the rare possibility of an armed assailant as part of a comprehensive crisis/emergency preparedness effort; however, the nature and extent of those preparedness activities should be based upon a risk assessment of the crisis events a given school is most likely to confront.

How this training is conducted must carefully account for students' developmental levels, school culture and climate, and features specific to each school community (such as geography, weather, crime, and environment). While one of the primary goals of crisis preparedness is to develop a sense of empowerment and control, armed assailant drills not conducted appropriately may cause physical and psychological harm to students, staff, and the overall learning environment. It is critical that administrators, school-employed mental health professionals, school resource and police officers, and crisis team members work closely together to carefully develop a staff and student training protocol that follows the best practice considerations outlined below.

A. Background

The 1999 shootings at Columbine High School ushered in heightened attention to the need for schools—and law enforcement—to be better prepared to respond to armed assailant situations. Subsequently, schools focused primarily on lockdown practices, while law enforcement focused on improving tactics to find and stop the assailant as quickly as possible. In 2013, the U.S. Department of Education recommended expanding the lockdown-only approach for schools (i.e., confining students and staff to their rooms) to an options-based approach that allows school staff to make more independent decisions about how to protect their students depending on evolving circumstances (e.g., evacuate the building rather than stay locked in a RC). These approaches include adapting the "Run, Hide, Fight" model that was originally developed for adults in response to workplace violence. This expansion has spurred a range of approaches to armed assailant training and an increase in the number of schools conducting drills with varying degrees of intensity and involvement of school staff and students. In some instances, drills are conducted with insufficient consideration of the potential psychological impact or appropriateness of a particular drill based on the developmental level or psychological risk factors of participants.

B. Benefits and Concerns Associated with Armed Assailant Drills

Costs versus benefits. School-associated homicides are extremely rare, accounting for less than 1% of all homicides among school-age youth (Robers, Kemp, Rathbun, & Morgan, 2014). While an attack by an armed assailant on school grounds is possible—and devastating if it happens—it is not as probable as other types of crisis events. Schools must consider the cost of some types of drills (e.g., full scale simulations), and whether investment in them will reduce resources available for other critical safety preparation activities such as first aid training, environmental design measures, and staff development focused on more comprehensive school safety preparedness.

Empowerment versus potential harm. The primary purposes of an armed assailant drill are to provide law enforcement and relevant school leadership and staff the opportunity to practice skills and protocols and to identify and correct areas of weakness in knowledge, communication, coordination, and decision-making. The goal is to empower participants and save lives and prepare professionals and staff for this role and responsibility. As the focus of such drills expands to include all staff and students, the potential for causing harm to participants expands as well. The level of drill intensity (e.g., use of loud gun fire and airsoft guns), extent of warning that a drill will occur, and whether participation

is required or voluntary may affect reactions to the experience. Additionally, an individual's cognitive and developmental levels, personality, history of adverse or traumatic *experiences*, and psychological makeup are among the many factors that influence the potential for harm.

It is essential to include parents in discussions of their child's developmental level, education, and readiness for armed assailant drills. Highly sensorial armed assailant drills for students in preschool and elementary learning environments are not recommended. Any such drills should be conducted using age- appropriate simulation stimuli (e.g., the sound of gunshots near a preschool room would not be appropriate).

*Available research***.** Practicing disaster response procedures has been found to increase the probability of adaptive behavior during a crisis (Jones & Randall, 1994; Miltenberger et al., 2005). Specifically, lockdown drills implemented according to best practices have been suggested to increase knowledge and skills of how to respond appropriately without elevating anxiety or perceived safety risk (Zhe & Nickerson, 2007). However, at present there is no empirical research regarding school-based armed assailant drills.

*Potential lawsuits***.** The manner in which some armed assailant drills (e.g., unannounced) have been conducted in the workplace has led to lawsuits imposed on employers due to psychological and physical harm sustained by some participants (Frosch, 2014). Schools need to determine to what extent advanced armed assailant drills are necessary and carefully construct these drills to avoid physical and/or psychological harm. Regardless of the projected benefits and perceived concerns, the fact remains that armed assailant drills are uncharted territory for schools. Schools that decide to conduct a drill should use a multidisciplinary safety team (including parents) that educates and trains all participants in relevant curricula and protocols. With careful planning, data collection, and continual review of these programs, schools can begin to develop an approach that minimizes negative effects and improves preparedness.

PART II: DRILL APPROACHES AND PLANNING

A. Traditional Lockdown Versus Options-Based Drills

Lockdowns have been the standard approach for the school response to threatening situations for nearly two decades. Lockdowns involve locking the door, moving students out of sight, and requiring students to remain quiet within the room. Lockdowns should continue to be included in any options-based approach to active assailant training.

Options-based drills provide students and staff with a range of alternative strategies to save lives, and the permission to use them, depending on the situation. For instance, the nature of the threat, time of day, and the location of students interact to affect the best options. The premise of options-based drills is to allow participants to make independent decisions including when and whether to evacuate, barricade RC doors, or as a last resort, counter the attack of the armed assailant. As with other safety drills (e.g., fire or tornado), it is important that options-based drills take into account the developmental levels of students as well as the physical layout of the resource center (e.g., ease of access to outside doors and proximity of places to hide other than a resource center).

B. Hierarchy of Education and Training Activities

Crisis preparedness exercises and drills should be conducted in a progression of steps that begin with basic activities and progress to more advanced drills and exercises as needed (with advanced simulations being a more advanced type of crisis preparedness activity). Schools should start with simple, low-cost, discussion-based exercises (e.g., introductions to crisis responders, orientation activities, use of instructional media, or tabletop drills) and, if the school safety team determines it appropriate, work their way toward more complex and expensive, operations-based exercises (e.g., walk-throughs, specific emergency drills, and crisis simulations; NASP, 2013; U.S. Department of Education, 2006a). *Appendix 1 summarizes this hierarchy of activities and provides an example of how armed assailant preparation could occur at each level.*

C. Simulations and Simulation Techniques

Many schools are also using or considering simulation exercises. Simulations require that participants are provided with real time information and stimuli (e.g., simulated gunshots, PA announcements, and electronic communications) to determine the movements of an armed assailant in order to make the best decisions. It is important that simulation drills are preceded by extensive prior education and preparation, and consideration for individual readiness. For some participants, this intense exposure and practice may empower them with experience, options, and a sense of control. For others, this type of drill may be emotionally traumatic (Frosch, 2014).

If a school deems it necessary to simulate an armed assailant, safety teams should carefully consider the number of different strategies for simulation during a drill, taking into account developmental age and readiness of staff before determining what techniques are most appropriate.

Drills utilizing props and simulation aids. Props and other aids may be used to simulate a weapon, gunfire, or other desired circumstances that are associated with an armed assailant event. In advance of any drill, participants must be aware of the prop's purpose and potential presence, particularly when the purpose of the prop is not obvious. For example, the use of an air horn, or other prop to simulate gunfire, may traumatize participants if they have not been instructed on the prop's purpose in advance of the drill.

Airsoft as a simulation aid. Airsoft guns (simulated weapons that shoot plastic BBs) may be used as a simulation aid during armed assailant drills. Caution must be exercised to ensure the safety of all participants prior to any drill involving airsoft guns. The authors of these guidelines have received anecdotal reports from school professionals of armed assailant drill participants being physically harmed from the use of simulation aids. In addition, for those with trauma histories, involvement in a highly sensorial armed assailant drill could trigger strong psychological reactions. Thus, to mitigate potential physical or psychological harm, opt-out opportunities should be offered to all participants after being fully informed about the drill.

D. Considerations

Schools must carefully consider the decision-making protocol for people to engage in a strategy other than lockdown. For instance, run/escape may lead to safety for some, but it might inadvertently lead to danger for others as students unknowingly "escape" into the path of an unknown assailant, expose them to the sight of injured or dead classmates and teachers, or result in students trampling each other

to get to the exit door. These concerns need to be addressed when planning and practicing active assailant drills. Students should be taught to first and foremost follow the direction of their teacher, and how to make decisions if that teacher is incapacitated. Helping students and staff understand the decision-making criteria is crucial. It is also important to consider the special needs of students with disabilities, both in terms of a drill and the expectations for their functioning in the event of real emergency (U.S. Department of Education, 2006b).

E. Regular Practice

As part of the initial planning process for crisis preparedness, schools should identify how to integrate and reinforce the concepts taught during the drills. Introductions, orientations, walk-throughs, and tabletop exercises should continue to be integrated into yearly crisis preparation activities so learned skills are refreshed and rehearsed. Frequent and varied practice, training, and discussion activities aid the development of readiness, providing staff and students the means to quickly access and apply their knowledge.

PART III: DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

A. Impact of Adult Behavior on Children's Behavior

The behavior of an adult in an emergency directly affects the physical and psychological safety of students in crisis. Therefore, the effectiveness of armed assailant drills relies on educating and training adults carefully, responsibly, and continually. Students look to faculty and staff—the designated trusted adults—for direction and guidance. When adults are well-trained and stay calm, the students will follow and gain confidence and ability.

B. Developmental Levels of Safety Awareness

If schools opt to conduct an options-based or more advanced armed assailant training, it is critical that those planning and facilitating the training consider the cognitive and emotional development of all those involved. Safety and security professionals (e.g., SROs, police officers) often have a leadership role in conducting drills but must work collaboratively with school administration and school-employed mental health professionals in joint planning to ensure best practice guidelines are followed. Schools, educators, and parents are encouraged to adapt policies and training programs that consider their unique situations. Grade levels are not an absolute determinant. Individual levels may vary greatly due to cultural, educational level, and personal profiles within a community. It is also imperative that schools consider the individual psychological backgrounds, previous trauma experiences (including community trauma history), special needs, and personalities of students and staff. Regardless of training level, some individual personality types are better able to respond assertively than others in moments of crisis. Each level has a corresponding age range and examples of appropriate types of activities and instructions to provide general guidance when preparing for an armed assailant training.

C. Mental Health Support and Considerations

School-employed mental health professionals should be a part of all stages of armed assailant drill preparation.

Before an armed assailant drill or simulation. Drills may lead to stressful or traumatic reactions. If the drill will be a sensorial experience with, for example, simulated gunfire or individuals being tackled by

the assailant, then participation should never be mandated for staff or students. Staff should also be taught to recognize common trauma reactions to help identify when a student, fellow staff member, or him/herself needs to be removed from the drill. Additionally, drills should be conducted early enough in the day to allow for debriefing participants afterward and assessing any adverse reaction.

During an armed assailant drill or simulation. Educators must monitor the reactions of themselves, each other, and students during the drill and have a means to quickly notify drill coordinators if a person exhibits physical (e.g., asthma or panic attack) or emotional (e.g., hysterical) reactions. Such reactions would necessitate removal from the drill and immediate support. School-employed health and mental health professionals must be present during the drill and available for assistance.

After an armed assailant drill or simulation. Emotional or physical reactions can be delayed following a highly intense simulation drill. School staff and students should have access to school-employed mental health professionals after the event to provide additional assistance if needed.

D. Parent Consent

Participation in an armed assailant drill should never be required for students or staff. Parent consent can come in the form of:

- Parent permission – parents return a permission slip allowing their child to participate.
- Passive consent – parents return a form only if they do NOT want their child to participate; no form returned implies permission.
- Parent notification – parents are notified, but no consent form is used; thus, schools assume participation is granted unless parents assertively state otherwise.

E. Balancing Staff Opt-Out with the Need for Universal Preparedness

It is important to have all staff operating with the same understanding in an emergency situation. In cases where staff opt-out of a more advanced armed assailant drill, schools should provide the essential information and training through additional, less sensorial training exercises, such as a tabletop activity, as outlined in the hierarchy of education and training activities.

PART IV: STEPS TO CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. Create a school safety team—ideally made up of an administrator; school mental health professional; school nurse; teachers; security personnel; parents; and students—that:
    - Identifies a lead person to coordinate school safety efforts, including drills;
    - Establishes and communicates the roles and responsibilities during drills and in real-life crisis situations;
    - Takes a lead in identifying the most appropriate preparedness activities for the resource center;
    - Provides ongoing professional development and training as needed; and
    - Ensures that the school's policies are in compliance with state laws and school board policies.

2. Conduct an assessment of the school community to:
    - Identify the types of crisis events most likely to occur,

- Determine the current school culture and climate,
- Map existing resources and capacities of school personnel or school safety teams, and
- Identify any related policies that should be considered in the planning of drills.

3. Implement a cost–benefit analysis that:
    - Considers financial costs in relation to the likelihood of a particular crisis;
    - Identifies what resources, activities, or preparedness training must be replaced or postponed, to engage in active shooter or other armed assailant drills;
    - Balances the need to empower resource center staff while minimizing potential harm (e.g., triggering stressful or traumatic reactions to live simulation drills);
    - Considers the current knowledge and identified needs of the staff; and
    - Considers legal requirements (e.g., state law) related to conducting active assailant drills and to what degree drills are required to be full-scale simulations versus other lower cost exercises.

4. Tailor drills to the context of the resource center environment, taking into consideration:
    - The primary goal of the drill (e.g., training for law enforcement versus staff and/or students);
    - Age, cognitive, and developmental levels of awareness of students;
    - Students with physical, sensory, or other disabilities that may require unique instructions during a drill or real-life event;
    - The capacity, comfort level, and trust among staff;
    - Administrative support;
    - Optimal timing, including time of year, day of the week, and time of the day;
    - Relationships with external partners, law enforcement, and other first responders; and
    - The layout of the resource center.

5. Create a plan of progression that:
    a. Considers whether any previous activities have been conducted in the resource center;
    b. Starts with simple, low-cost, discussion-based exercises;
    c. Considers all available types of drills;
    d. Identifies specific objectives and goals for the drills; and
    e. Identifies a timeline and metrics to help determine whether more complex exercises are needed.

6. Prepare for logistics of the drill to ensure that:
    a. Previous traumatic experiences of those involved are considered;
    b. Resource center staff learn to recognize stressful reactions to drills;
    c. Methods exist to opt out (for staff and students) or remove someone from a drill, including parental consent/permission if students are involved;
    d. School-employed mental health professionals are available to provide support to those experiencing a negative reaction to the drill;
    e. Adequate follow up is available for students or staff with questions; and
    f. Appropriate methods to evaluate outcomes are implemented.

7. Develop a communications plan that:
    a. Informs members of the school community of planned drills and what will be entailed;
    b. Facilitates open communications with families, including translated materials and the opportunity for family members to talk with relevant staff about concerns;
    c. Provides opt-out options for staff and students; and
    d. Encourages feedback and evaluation by participants after the fact.

8. Establish a long-term follow up plan to support sustainability that considers:
    a. What additional training is required;
    b. How the drill integrates with other school safety and crisis prevention efforts;
    c. How current and previous training and knowledge can be maintained and built upon; and
    d. When follow-up should be conducted and how often.

CONCLUSION

Training exercises and drills to prepare for active shooters or other armed assailants should be based on the specific needs and context of each school and community. It is critical that schools recognize that this type of drill is just one specific component of comprehensive crisis preparedness and response that includes prevention, protection, mitigation, response, and recovery. Schools should consider the most cost-effective method of preparing students and staff for an active shooter situation while balancing the physical and psychological risks associated with such drills.

Disaster-Related Administrative and Emergency Procedures

Following is a list of the Administrative and Emergency Procedures that have bearing on conducting effective emergency or disaster responses. Complete copies of the Administrative and Emergency Procedures are maintained on the website.

Administrative Procedures
Crisis Response Team
Site Safety
Emergency Procedures
Homeland Security Threat Levels
Fire
Environmental Emergencies
Shelter-in-Place
Earthquake
Weapons
Injury/Illness/Accidental Death
Disturbances and Demonstrations
Lockdown
Threats and Violence
Bombs and Explosions
Shootings
Terrorism
Communications
Emergency Plans & Drills
Evacuation and Reunification
Biological Emergency
Flooding
Utility Emergency

SECTION THREE

Suspension and Expulsion Policy and Procedures *(Full Board Policy)*

Board Policy #: 3110
Amended: May 5, 2009; February 16, 2022; December 7, 2022; June 22, 2023; February 28, 2024; June 26, 2024; February 27, 2025 June 24, 2025; September 4, 2025; June 24, 2026

This Student Suspension and Expulsion Policy and Procedures has been established by the Board of Directors of Altus Schools Southern California in order to promote learning and protect the safety and well-being of all students at the following schools: Altus Schools Coastal, Altus Schools East County, Altus Schools Mirus, Altus Schools North County , Altus Schools Riverside County, and Altus Schools South Bay, (hereinafter collectively referred to as "Charter School").

In adopting this policy, the Charter School has reviewed Education Code Section 48900 *et seq*. which describe the offenses for which students at non charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq*. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal, and the procedures thereto so long as not materially different from the charter petition.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's Policy and Procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians[1] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available on request at the Instructional Administrator's office. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 will be subject to the same grounds for suspension and expulsion and will be accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study written agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. **Discretionary Suspension and Expulsion Offenses**. Students may be suspended when the Administrator of Instructional Services or designee determines the student:
   a. Caused, attempted to cause, or threatened to cause physical injury to another person.
   b. Willfully used force or violence upon the person of another except self-defense.
   c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
e. Committed or attempted to commit robbery or extortion.
f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to electronic files and databases.
g. Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases.
h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
i. Committed an obscene act or engaged in habitual profanity or vulgarity.
j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
k. Knowingly received stolen school property or private property, which includes but is not limited to electronic files and databases.
l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
o. Engaged in or attempted to engage in hazing. For the purposes of this Policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this Policy, "hazing" does not include athletic events or school-sanctioned events.
p. Made terroristic threats against school officials and/or school property, which includes but is not limited to electronic files and databases. For purposes of this Policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to electronic files and databases, or the personal property of the person threatened or their immediate family.

q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this Policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 7 to 12, inclusive.

r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This section shall apply to students in any of grades 7 to 12, inclusive.

s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 7 to 12, inclusive.

t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
        iii. Causing a reasonable student to experience substantial interference with their academic performance.
        iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
    2. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
        i. A message, text, sound, video, or image.
        ii. A post on a social network Internet Web site including, but not limited to:

a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.
a. For purposes of this Policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
b. For purposes of this Policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u. A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion. However, if a juvenile court finds that the student committed a crime of physical violence as an aider or abettor, and the victim suffered great bodily injury or serious bodily injury, the student may be subject to suspension and/or expulsion for causing, attempting to cause, or threatening to cause physical injury to another person, and/or willfully using force or violence upon the person of another, except self-defense.

v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school

employee, with the Administrator of Instructional Services or designee's concurrence.

2. Non-Discretionary Suspension and Expulsion Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Administrator of Instructional Services or designee's concurrence.
b. Brandished a knife at another person.
c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.
- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

C. Suspension Procedures

Suspensions shall be initiated according to the following procedures:

1. **Conference**

Suspension shall be preceded, if possible, by a conference conducted by the Instructional Administrator or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Instructional Administrator or designee.

The conference may be omitted if the Instructional Administrator or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. **Notice to Parents/Guardians**

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone, by email or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension
This notice shall include:

a. the specific offense(s) committed by the student,
b. duration and dates of the suspension,
c. the date the student may return to school following the suspension, and
d. an explanation of the evidence that supports the charges.

If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. **Suspension Time Limits/Recommendation for Expulsion**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Instructional Administrator or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Instructional Administrator or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. **Homework Assignments During Suspension**

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

Charter School may expel a student following a hearing adjudicated by a neutral and impartial Hearing Officer or Administrative Panel to be assigned by the Deputy Superintendent as needed.

If a Panel shall conduct a hearing, it shall consist of at least three (3) members who do not have an instructional or supervisory relationship with the student and not a member of the ASSC Board of Directors. The Panel shall be presided over by a designated neutral hearing chairperson.

The Hearing Officer of Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Instructional Administrator or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The hearing shall be held in a confidential setting (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act("FERPA").

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian via email or other means at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing;
8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. 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.

G. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

H. Expulsion Decision

The determination of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing or as soon as practicable. The decision of the Board is final. If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation

plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

I. Notice of Expulsion Decision

The Instructional Administrator or designee shall send written notice of the expulsion decision to the student and student's parent/guardian within ten (10) school days of the expulsion hearing.

This notice shall include the following:

a. The findings of fact, including the student's name, the specific offense(s) committed by the student, as well as the duration and term of the student's expulsion; and
b. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Instructional Administrator or designee shall send a copy of the written notice of the decision to expel to the chartering authority (if required). This notice shall include the following:

a) The student's name; and
b) The specific expellable offense committed by the student.

In accordance with Education Code Section 47605(e)(3), the Charter School shall send notice of the expulsion to the student's district of residence within 30 calendar days.

J. Disciplinary Records

Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

K. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the ASSC Board of Directors' decision to expel shall be final.

L. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to Charter School for readmission.

N. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Instructional Administrator or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Instructional Administrator or designee shall make a recommendation to the Board following the meeting regarding their determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School 's capacity at the time the student seeks readmission or admission to the Charter School.

O. Notice to Teachers

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.

P. Removal Due to Noncompliance with Independent Study Requirements

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after two (2) missed assignments, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for noncompliance with independent study requirements shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.

Q. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of

the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a

determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. **Notification of SELPA**

   The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. **Services During Suspension**
   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. **Procedural Safeguards/Manifestation Determination**

   Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Charter School , the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

   a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

   b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

   If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

   If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. **Due Process Appeals**

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the Parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. **Special Circumstances**

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Instructional Administrator or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. **Interim Alternative Educational Setting**

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. **Procedures for Students Not Yet Eligible for Special Education Services**

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School 's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Child Abuse or Neglect Reporting Procedures

All Altus Schools Coastal certificated teachers, classified employees, and administrators are required to report suspected child abuse or neglect. An in-service, which provides awareness and training, will be given annually to employees.

As stated in the California Penal Code, Section 11164-11174.3, "Mandated reporters shall make an initial report to the agency immediately or as soon as is practicably possible by telephone and the mandated reporter shall prepare and send, fax, or electronically submit a written follow-up report thereof within 36 hours of receiving the information concerning the incident."

A report may be done for any reason. The criterion is that a **reasonable** suspicion of an abuse/neglect situation either has occurred and/or exists. Each staff is a mandated reporter. A report may not receive immediate action if it is a non-emergency situation. However, it will add to the documentation should other events occur.

Discuss **ALL** situations at the time of occurrence with the Administration of Instructional Services or designee.

If it is unsafe for the student to leave/go home, please call the local police department for further assistance and instructions.

If the staff and/or student(s) are threatened or in danger, call 911 immediately.

Instructions to Submitting a Suspected Child Abuse Report via Mandated Reporter Application, Child & Family Well-Being (CFWB), San Diego

1. Create a New Account: Log into the Mandated Reporter Application (MRA) on website: Cosdapps.sandiegocounty.gov/CWS/LandingPage

2. Complete Online Report: Complete the online Safety Questionnaire (required by State mandate) to determine if your report is non-urgent without needing to call the Child Abuse Hotline or submit a follow-up written report. Please complete every space on the online report. If you do not know certain requested information, type unknown or N/A**.**

3. If your report does not qualify as non-urgent, the system will not allow you to continue to report online.

   a. **Mandated Reporter (MR) will need to call the San Diego Child Abuse Hotline at (858)560-2191. For immediate, life-threatening situation, call 9-1-1.**

4. Once the Mandated Reporter has finished report submission, the Mandated Reporter will receive a pop-up verification that the report has been completed.

5. Online option not available? Call immediately to make a report to (858)560-2191 with a written SS-8572 report within 36 hours.
https://www.sandiegocount.gov/hhsa/programs/phs/documents/EMSformSS8572_SusoectedChildAbuse.pdf

6. Need assistance with MRA Account? Contact the Child Abuse Hotline at (858)560-2191.

NOTE: Suspected Child Abuse Reports are never placed in the student's cumulative record or documented in the student's health record.

I. REPORTING RESPONSIBILITIES

- No childcare custodian or health practitioner reporting a suspected instance of child abuse in good faith shall be civilly or criminally liable for any report required or authorized by this article (California Penal Code Article 2.5). Any other person reporting an instance of child abuse shall not incur civil or criminal liability as a result of any report authorized by this section unless it can be proved that a false report was made and the person knew or should have known that the report was false.

- Any childcare custodian, health practitioner, or employee of the child protective agency (CPS) who has knowledge of or has observed a child in his or her professional capacity or within the scope of his other employment whom he or she reasonably suspects has been the victim of child abuse shall report such suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report or fax report thereof within 36 hours of receiving the information concerning the incident.

- Any childcare custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects that mental suffering has been inflicted on a child or its emotional well-being is endangered in any other way, may report such suspected instances of child abuse to a child protective agency. Infliction of willful and unjustifiable mental suffering must be reported.

II. DEFINITIONS

- "Childcare custodian" means a teacher, administrative officer, supervisor of child welfare and attendance, or certificated pupil personnel employee of any public or private school; an administrator of a public or private day camp; a licensee, and administrator, or an employee of a community care facility licensed to care for children; head start teacher, a licensing worker or licensing evaluator, public assistance worker; an employee of a child care institution including, but not limited to foster parents, group home personnel and personnel or residential care facilities; a social worker or a probation officer or any person who is an administrator or presenter or, or a counselor in, a child abuse presentation program in any public or private school.

- "Health practitioner" means a physician and surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, marriage, family, and child counselor, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code, any emergency medical technician I or II, paramedic, a person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code, a psychological assistant registered pursuant to Section 2913 of the Business and Professions Code, a marriage, family and child counselor trainee, as defined in subdivision (c) of Section 49803 of the Business and Professions Code and unlicensed marriage, family and child counselor intern registered under Section 4980.44 of the Business and Professions Code, a state or county public

health employee who treats a minor for venereal disease or any other condition, a coroner, or a religious practitioner who diagnoses, examines, or treats children.

- "Child protective agency" (CPA) means a police or sheriff's department, a county probation department, or a county welfare department.

For more information on the Child Abuse or Neglect Reporting laws, the link is https://leginfo.legislature.ca.gov/

Notification to Staff of Dangerous Students

a. The administration will inform the Administrator of Instructional Services of information received from the court and the Probation Department. The Altus Schools Coastal Administrator of Instructional Services shall disseminate the information to those teachers directly supervising or reporting on the behavior or progress of the student for the purpose of working with the student in an appropriate fashion, to avoid being needlessly vulnerable or to protect other persons from needless vulnerability.

b. Any information received by a teacher and administrator shall be confidential for the limited purpose of rehabilitating the student and protecting students and staff, and shall not be disseminated further by the teacher, counselor, or administrator except insofar as communication with the student, his/her parents/guardians, law enforcement personnel, and the student's probation officer is necessary to effectuate the student's rehabilitation or to protect students and staff. Unlawful dissemination of such information is a misdemeanor.

c. Any information received from the court shall be kept in a separate confidential file at the school of attendance and shall be transferred to the student's subsequent schools of attendance and maintained until the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, whichever occurs first.

d. After the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, the confidential record shall be destroyed.

Anti-Discrimination and Harassment Policy

Altus Schools Coastal is committed to equal opportunity for all individuals in education. School programs and activities shall be free from discrimination based on sex, race, color, religion, sexual orientation, national origin, physical or mental disability or any other unlawful consideration.

Altus Schools Coastal shall promote programs which ensure that discriminatory practices are eliminated in all school activities and will take steps to assure that the lack of English will not be a barrier to admission and participation in school programs.

Any student who engages in discrimination of another student or anyone from Altus Schools Coastal may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal.

Any student or parent who feels that discrimination has occurred should immediately contact a teacher or the Administrator of Instructional Services at (858) 678-2056 for resolution. If not resolved, contact: The President of the Board, 10170 Huennekens Street, San Diego, CA 92121; (858) 678-2020.

School-Wide Dress Code

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to the resource centers. Students who are not wearing appropriate clothing, parents/guardians will be notified and students will be asked to change or sent home. Unacceptable dress includes, in part, the following:

- Pants sagging below the waist
- Beachwear or sleepwear, including bedroom slippers
- Shorts/skirts that are above mid-thigh
- Tube tops, backless shirts, see-through garments, shirts that show the midriff, muscle tank tops, and clothing that would be considered revealing and/or a distraction to the learning environment
- Visible undergarments (including boxer shorts, bras, etc.)
- Clothing that promotes alcohol, drugs, tobacco, or other controlled substances
- Clothing that uses vulgar/profane language and/or images
- Head coverings such as, hats, bandanas, beanies, or do-rags

Loitering Law Compliance

Altus Schools Coastal
SY 2026-2027
Daytime Loitering of Students in Public Places on School Days

Students who are subject to compulsory education must comply with the daytime loitering laws of their community. General guidelines are below, however, may differ slightly among communities.

- On days and times when schools are open (generally between 8:30 a.m. and 2:30 p.m.) students are not permitted to be in a public place unless accompanied by a parent or responsible adult guardian.
- On scheduled school days, students may travel to and from school without parental or guardian accompaniment.
- Students who do not comply with the local ordinances may be issued a citation or be subject to more severe consequences if multiple violations occur.

Responsibility of parents, guardians, etc. It is unlawful for the parent, guardian or other adult person having the care and custody of a juvenile to knowingly permit or by insufficient control allow the juvenile to be in violation local loitering laws.

Law Enforcement Procedures *may include*:

- Upon violation of the loitering ordinance, a peace officer may issue a citation to the juvenile and may transport the juvenile home or to the school from which the juvenile is absent. If cited, the juvenile and a parent may appear in court as directed in the citation. The parents will be warned of their responsibility and liability as the juvenile's parents/guardians.
- If a parent/guardian has been previously warned, a peace officer may issue a citation for an infraction to the parent/guardian to appear in court.
- When a parent/guardian has previously been issued a citation for an infraction, upon any subsequent violation by a parent, a peace office may issue a citation for a misdemeanor to the parent to appear in court.

Exceptions *may include*:

- A minor who is accompanied by his or her parent, legal guardian, or other adult person having care or custody of the minor.
- Students who have permission to leave school campus for school related activity and have in their possession a valid school-issued written notice by a school official, but only for a reasonable period of time necessary for the activity.

- A minor who is going to or coming from his or her gainful place of employment or medical or dental appointment with verification of said employment or appointment.
- A minor who is upon an emergency errand directed by his/her parents, guardian or other adult person having the care and custody of the minor.
- A minor who is going directly to or from a school sponsored event or activity such as a sporting event, field trip, or other such school activity.

Definitions

- "Adult" means any person twenty-one (21) years of age and older.
- "Emergency" includes but is not limited to fire, natural disaster, automobile accident, or requirement for immediate medical care for another person.
- "Establishment" means any privately-owned place of business operated for a profit to which the public is invited, including but not limited to any place of amusement or entertainment.
- "Juvenile" means any person under eighteen (18) years of age.
- "Parent" means a person who is the natural or adoptive parent of a person. "Parent" includes a court-appointed guardian or other person eighteen (18) years or age or older authorized by the parent, by a court order, or by a court appointed guardian to have the care and custody of the person.
- "Public place" means any place to which the public or a substantial group of the public has access and includes, but is not limited to, streets, highways, and the common areas of schools, hospitals, buildings, transport facilities, shopping centers, stores, and malls.
- "Scheduled school days" are Monday through Friday excluding school holidays. "School hours" are generally 8:30 a.m. to 2:30 p.m. (in some communities 1:30 p.m.) NOT the student's appointment times at the Resource Center.

Going To and From Resource Center Safely

Everyday millions of children take to the streets and roadways to get to and from school. They walk, ride their bicycles, take buses, and arrive in vehicles with one purpose — getting to and from school safely. It is important for ALTUS SCHOOLS COASTAL students to understand safety guidelines and tips to follow to ensure their safety to and from the resource center. The following safety tips are reviewed annually with ALTUS SCHOOLS COASTAL students and parents to help prepare all ALTUS SCHOOLS COASTAL students for a safer journey.

1. Every ALTUS SCHOOLS COASTAL student will have set schedule for arrival and departure from the resource center. When a student fails to arrive for their appointment and has not notified the resource center for the absence, his or her teacher will call home to ensure the student is safe.

2. Every student, parent or guest is required to sign-in and out each time they arrive and depart the resource center. Students, parents, and guests will have designated staff members to sign-in and out with.

3. All students will be given an official school issued photo identification card annually. Students will be required to keep the identification card on their person each time they travel to and from the resource center.

4. Students will be encouraged to always TAKE A FRIEND when walking or riding his or her bike to and from the resource center. Students should walk and ride in well-lit areas and never take shortcuts. When walking and biking students should stay aware of their surroundings and observe all traffic rules in place to more safely share the roads and sidewalks with others.

5. Parents will be encouraged to walk the route to and from resource centers with their children pointing out landmarks and safe places to go if they're being followed or need help. Making a map with their students and showing acceptable routes to the resource center, using main roads, and avoiding shortcuts and isolated areas is encouraged. A map will be a good guide for students who may need help finding their way.

6. If a student takes public transportation (i.e. city bus) to and from the resource center, parents will be encouraged to visit the bus stop with their student and learn the bus number. This will avoid confusion for the student about knowing which bus to ride.

7. In the event anyone bothers a student while going to or from the resource center, students will be taught to get away from that person, and **TELL** a **resource center** staff member, parent, or another trusted adult. If an adult approaches a student for help or directions, students will be trained that grownups needing help should not ask children for help; they should ask other adults.

8. Students will be directed that if anyone they don't know or a person who confuses, scares, or makes them feel uncomfortable offers a ride, say NO. Students should never hitchhike. Also, students should never accept a ride from anyone unless a parent has told them it is OK to do so in each instance.

9. Students will be directed that if anyone follows them on foot to get away from him or her as quickly as possible. If anyone follows them in a vehicle they should turn around, go in the other direction, and try to quickly get to a spot where a trusted adult may help them. Students will be advised to **TELL** a resource center staff member, parent, or another trusted adult what happened.

10. Students will be taught that if anyone tries to take them somewhere, they should quickly get away and yell, "This person is trying to take me away" or "This person is not my father/mother/guardian." If anyone tries to grab them, they will be taught to make a scene and every effort to get away by kicking, screaming, and resisting.

11. Students will be taught to never leave the resource center with anyone they don't know. They should always **CHECK FIRST** with a resource center staff member, parent, or another trusted adult. If anyone tells them there is an emergency and they want the student to go with them, the students should always **CHECK FIRST** before doing anything. Students will be taught to make sure they understand to **TELL** a trusted adult if they notice anyone they don't know hanging around the resource center.

12. Parents are encouraged to practice these safety tips with their students to make certain they really know and understand them. Make the walk to and from the resource center a "teachable moment" and chance to put their skills to the test.

Safe Ingress and Egress Procedures

All ALTUS SCHOOLS COASTAL staff and students shall review resource center evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities, and actions to take as posted on the resource center. If there is a need for evacuation from the resource center, the following procedures are as follows:

- Students and staff calmly evacuate the building to designated assembly area (alternate route if primary area is closed) as displayed on posted resource center evacuation plan
- Designated staff take along emergency release binder, student sign-in sheets, emergency materials specified in disaster preparedness plan
- Using student sign-sheets, staff verifies presence of all students and staff
- Staff contacts appropriate emergency units
- Staff keeps students in assembly area until further instructions are received from the EOT. No one shall reenter the building for any reason until official ALL CLEAR signal is given
- Once the ALL CLEAR is given, the Administrator of Instructional Services or designee reenters building to ensure that it is safe and secure
- Staff and students reenter building and resume instructional/administrative activities

If the building is not safe to reenter, the reunification procedures are required:

- Staff will notify parent/guardians regarding emergency situations and procedures for verification and release of students
- When parent/guardian or designee arrives, staff will verify identity of parent/guardian or designee based on emergency release forms
- Parent/Guardian will sign form verifying that student is being released to them
- Staff will maintain documentation to ensure accountability of all students

Ensuring a Safe and Orderly Environment

Altus Schools Coastal is and will remain a safe place for students and adults.

Altus Schools Coastal staff believe that a positive climate is required if effective teaching and learning is to take place. We expect students, assisted by their parents, to meet the appointments agreed to on the Master Agreement. We expect students to complete high- quality work at the rate of one credit per month. We will make every effort to keep parents informed about the student's progress and behavior.

Discipline Procedures

All parents and students are asked to carefully read and sign the positive school discipline plan upon enrolling:

SCHOOL RULES/DISCIPLINE

- Attend RC according to the schedule on the master agreement, arrive on time and return directly home after each appointment.
- Complete ALL assignments as scheduled.
- Participate in resource center activities.
- Respect the authority of ALL ADULTS at Altus Schools Coastal .

SEVERE CLAUSE BYPASSES

A majority of students at Altus Schools Coastal will maintain acceptable standards, but a small percentage will find it difficult to follow our procedures. The following offenses will require immediate action:

Fighting/open rebellion
Defiance/unprovoked attack
Stealing
Profanity, Vulgarity, or Obscene Acts
Possession or use of drugs or alcohol
Smoking
Vandalism
Severely inappropriate behavior

PARENT RESPONSIBILITIES

Attendance

- Ensure that students get to their scheduled appointment on time. Contact teacher if this is not possible to arrange an alternate time.
- Follow up to make sure your student is doing high quality work according to scheduled dates.
- Arrange for your student to attend appropriate workshops, seminars and field trips.
- Meet with staff when requested.

PARENTS' ROLE IN DISCIPLINE AND BEHAVIOR

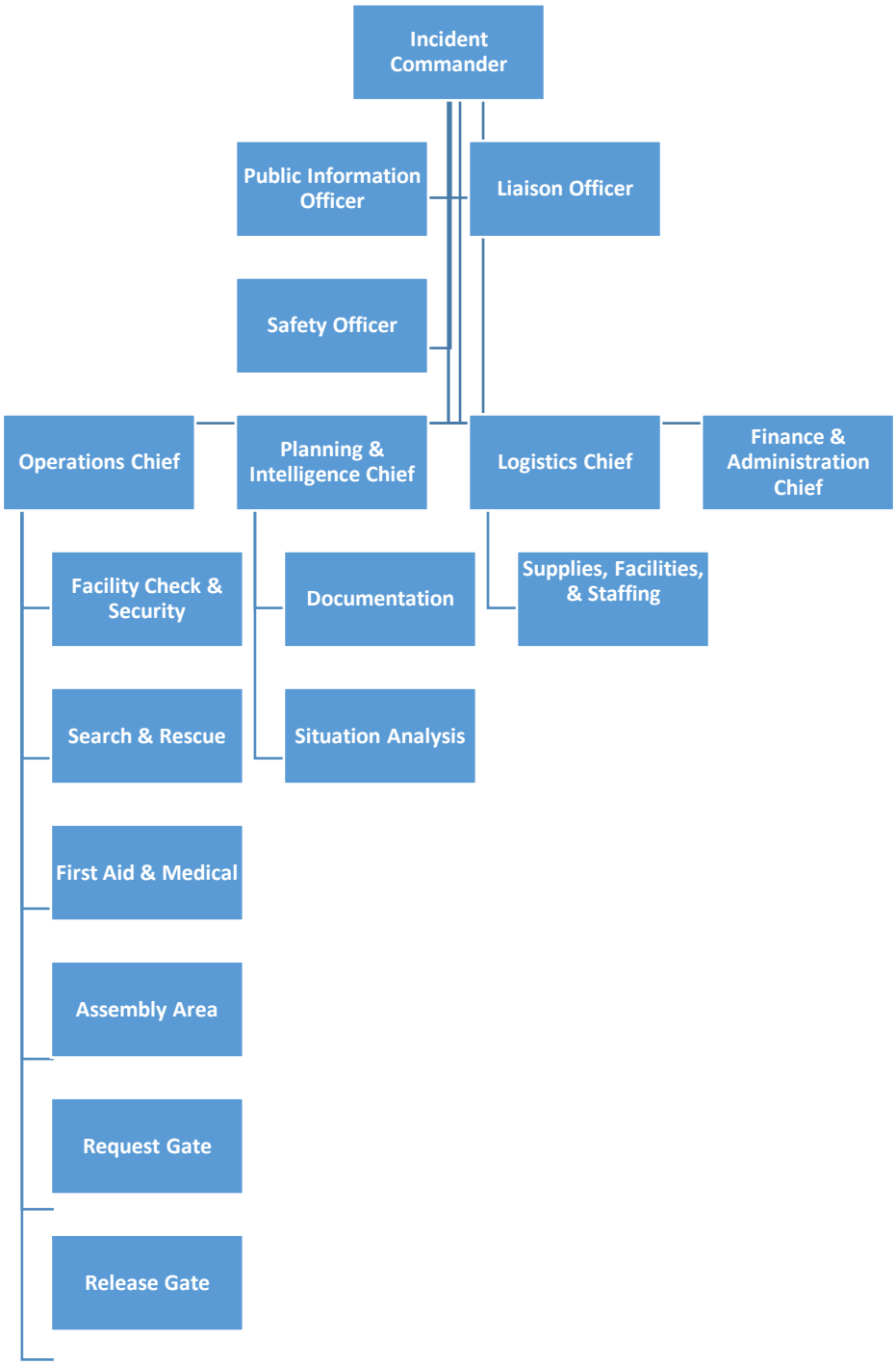
Parents are expected to cooperate with resource center staff in maintaining and encouraging proper standards of behavior for their children. The following points may prove helpful:

- Instill in your child a sense of responsibility for what he/she says and does.
- Help him/her to solve conflicts in a peaceful manner.
- Review your own attitude about discipline and behavior.
- Make sure you communicate with the resource center to learn necessary facts and expected behavior.
- As a role model for your child, show respect for learning and the necessity for completing an education.

SECTION FOUR

Emergency Roles, Responsibilities and Duties

INCIDENT COMMAND TEAM
Organizational Chart



Incident Command Team Assignments

Primary	Position	Alternate
Mary Bixby	Incident Commander	Tim Tuter
Tim Tuter	Safety Officer	Angela Neri

Elizabeth Orona	Public Information Officer (PIO)	Tiffany Yandell
Eleanor Pe	Liaison Officer	Elizabeth Orona
Tim Tuter	Operations Chief	Allison Fleck
Angela Neri	Facility Check/Security	Allison Fleck
Safety Ambassador by Location	Search & Rescue Team Leader	Allison Fleck
Eleanor Pe	First Aid & Medical Team Leader	Designated per location
Administrator of Instructional Services	Assembly Area	Allison Fleck
Safety Ambassadors (per location)	Request Point	Allison Fleck
Safety Ambassadors (per location) Allison Fleck	Release Point Planning Chief / Logistics Chief	Allison Fleck Angela Neri
Angela Neri	Documentation	Aida Garcia
Tiffany Yandell	Situation Analysis	Angela Neri, Eleanor Pe
Tiffany Yandell Lynne Alipio	Supplies/Facilities/Staffing Finance & Administration Chief	Angela Neri, Aida Garcia Tim Tuter
Mary Bixby	Incident Commander	Tim Tuter
Tim Tuter	Safety Officer	Angela Neri

Position Activation Information

Equipment

Every position on the Incident Command Team will require the following equipment:

1. Identification vest
2. Two-way resource center radio
3. Paper and pens/pencils
4. Job description clipboard

Position-Specific Equipment

Certain positions require special equipment or forms. Such specific needs are identified on the individual position checklists.

Position Activation

1. Once notified of your assignment, put on your vest.
2. Check in with the Incident Commander at the Incident Command Post for a situation briefing.
3. Check in with your Chief for details and updates associated with your position.
4. Obtain necessary equipment and supplies.
5. Open and maintain a Position Log. Maintain all required records and documentation to support the history of the emergency or disaster.

Document:

a. Messages received
b. Actions taken
c. Decision justifications and documentation
d. Requests filled
e. Document missing staff

Position Deactivation

1. At the direction of the Incident Commander, deactivate your position and close out all logs. Provide logs, timekeeping records, and other relevant documents to the Documentation Unit.
2. Return equipment and reusable supplies to Logistics.

Section: Command
Position: Incident Commander

Primary: **Administrator of Instructional Services**

Alternate: **Operations and HR Administrator**

Reports to: **Superintendent (or designee)**

Staffing Characteristics: Administrator of Instructional Services or Administrator

Responsibility: The Incident Commander is solely responsible for emergency and disaster operations and shall remain at the Command Post to observe and direct all operations. Ensures the safety of students, staff and others in the resource center.

Lead by example: your behavior sets tone for staff and students.

Special Equipment:

- Crisis Response Boxes
- Emergency Disaster Kit
- Resource Center map
- Master keys
- Position-Specific forms
- AM/FM radio (battery)
- Command Post Tray (pens, etc.)
- Emergency Plan
- Tables & chairs (if Command Post is outdoors)
- Job Description Clipboards
- Bull horn
- Staff rosters (2 sets)
- Emergency radio
- Copies of Forms

Start-Up:

- Assess type and scope of emergency.
- Determine threat to human life and structures.
- **Implement Emergency Plan and School Emergency Procedures.**
- Develop and communicate an Incident Action Plan with objectives and a time frame to meet those objectives.
- Activate functions (assign positions) as needed.

- Fill in Incident Command Team Assignment Form as positions are staffed.
- Appoint a backup or alternate Incident Commander in preparation for long-term operations.

During Event:

- Continue to monitor and assess total resource center situation:
- View resource center map periodically for Search & Rescue progress and damage assessment information.
- Check with chiefs for periodic updates.
- Reassign personnel as needed.
- Report through Communications to the Sorrento Mesa RC on status of staff, resource center as needed. (Resource Center Status Report)
- Develop and communicate revised incident action plans as needed.
- Authorize release of information.
- Utilize your back up; plan and take regular breaks, 5-10 minutes each hour, relocate away from the CP.
- Plan regular breaks for all staff and volunteers. **Take care of your caregivers!**
- Release staff as appropriate per school guidelines. By law, during a disaster, the staff will become "Disaster Service Workers."
- Remain on and in charge of your resource center until redirected or released by the Superintendent.

After:

- Authorize deactivation of sections or units when they are no longer required.
- At the direction of the Superintendent, deactivate the entire emergency response. If the Fire Department or other outside agency calls an "All Clear," contact the Sorrento Mesa RC before taking any further action.
- Ensure that any open actions not yet completed will be taken care of after deactivation.
- Ensure the return of all equipment and reusable supplies to Logistics.
- Close out all logs. Ensure that all logs, timekeeping records, reports, and other relevant documents are completed and provided to the Documentation Unit.
- Proclaim termination of the emergency and proceed with recovery operations if necessary.

Section: Command
Position: Safety Officer

Primary: School Nurse

Alternate: Curriculum and Professional Development Coordinator

Reports To: **Incident Commander**

Staffing Characteristics: It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.

Responsibility: The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.

Special Equipment:

- Hard hat (if available)

During Event:

- Monitor drills, exercises, and emergency response activities for safety.
- Identify and mitigate safety hazards and situations.
- Stop or modify all unsafe operations.
- Ensure that responders use appropriate safety equipment.
- Think ahead and anticipate situations and problems before they occur.
- Anticipate situation changes, such as severe aftershocks, in all planning.
- Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.

Section: Command
Position: Public Information Officer

Primary: Data and Assessment Coordinator

Alternate: School Nurse

Reports To: **Incident Commander**

Staffing Characteristics: It is common for the Incident Commander or the School's Communications Team to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.

Responsibility: Staff, students, parents and the public have the right and need to know important information related to emergencies/disaster at the resource center ***as soon as it is available.***

The Public Information Officer acts as the official spokesperson for the resource center in an emergency situation. If the School's Communications Officer is available, he/she will be the official spokesperson. A resource center-based Public Information Officer should only be used if the media is in the resource center and the School's Communications Officer is not available or forthcoming.

Special Equipment:

- Battery operated AM/FM radio
- Marking pens
- Scotch tape/masking tape
- Forms:
  - Public Information Release Worksheet
  - School Accountability Report Card
- Scissors
- Resource Center map(s) and area map(s):
  - 8-1/2 x 11 handouts
  - Laminated display
- Tape recorder and tapes

Start-Up Activities:

- Determine a possible "news center" location as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.
- Identify yourself as the "Public Information Officer" (vest, visor, sign, etc.)
- Consult with School's Communications Officer to coordinate information release.
- Assess situation and obtain statement from the Incident Commander. Tape-record, if possible.
- Advise arriving media that the resource center is preparing a press release and approximate time of its issue.
- Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

During Event:

- Keep up-to-date on the situation.
- Statements must be approved by the Incident Commander and should reflect:
    - Reassurance — EGBOK — "Everything's Going to Be OK."
    - Incident or disaster cause and time of origin.
    - Size and scope of the incident.
    - Current situation — condition of resource center, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
    - Resources in use.
    - Best routes to resource center if known and appropriate.
    - Any information school wishes to be released to the public.
    - **Read** statements if possible.
- When answering questions, be complete and truthful, always considering confidentiality & emotional impact. Avoid speculation, bluffing, lying, talking "off the record," arguing, etc. Avoid use of the phrase "no comment."
- **Remind resource center staff volunteers to refer *all* questions from media or waiting parents to the PIO.**
- Update information periodically with Incident Commander.
- Ensure announcements and other information is translated into other languages as needed.
- Monitor news broadcasts about incident. Correct any misinformation heard.

Section: Command
Position: Liaison Officer

Primary: Curriculum and Professional Development Coordinator

Alternate: Administrator of Instructional Services

Reports to: **Incident Commander**

Staffing Characteristics: **It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.**

Responsibility: The Liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies outside the school and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

During Event:

- Brief Agency Representatives on current situation, priorities and incident action plan.
- Ensure coordination of efforts by keeping Incident Commander informed of agencies' action plans.
- Provide periodic update briefings to Agency Representatives, as necessary.

Section: Operations
Position: Operations Chief

Primary: Operations and HR Administrator

Alternate: Budget and Financial Analyst

Reports to: **Incident Commander**

Staffing Characteristics: The Operations Chief should be a staff member familiar with the resource center and be trained in response skills.

Responsibility: The Operations Chief manages the direct response to the disaster, which can include resource center Facility Check & Security Unit, Search & Rescue Unit, and First Aid & Medical Unit.

Special Equipment:

- Search & Rescue equipment
- Maps: See Crisis Response Box

During Event:

- Assume the duties of all operations positions until staff is available and assigned.
- As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed.
- Coordinate Search & Rescue operations. Appoint Search & Rescue Team Leader to direct their operations, if necessary.
- As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander.
- Inform the Incident Commander regarding tasks and priorities.
- Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear, and documenting their activities.
- Schedule breaks and reassign Operations staff within the section as needed.

Section: Operations
Position: Facility Check & Security

Primary: Teacher 1
Alternate: Site Safety Leads

Reports to: **Operations Chief**

Staffing Characteristics: Building Safety Supervisor or others familiar with the resource center's facilities.

Responsibility: Controls utilities, restricts access to unsafe areas and communicates damage to the Incident Commander. Also assists with traffic control for public safety vehicles, parent pick-up and the media.

Special Equipment:

- Hard hat
- Work gloves
- Whistle
- Master keys
- Bucket or duffel bag with goggles
- Flashlight
- Dust masks
- Yellow caution tape
- Shutoff tools — for gas & water (crescent wrench)

Start Up Activities:

- Check condition and take along appropriate tools.

During Event:

- As you do the following, observe the resource center and report any damage by radio to the Command Post*
- Lock or open gates and major external doors appropriate for the situation.
- Locate/control/extinguish small fires as necessary.
- Check gas meter and, ***if gas is leaking,*** shut down gas supply.
- Shut down electricity only if building has clear structural damage or advised to do so by Command Post.
- Post yellow caution tape around damaged or hazardous areas.
- Verify that resource center is "locked down" and report same to Incident Command Post.
- Advise Incident Command Post of all actions taken for information and proper logging.
- Be sure that the entire resource center has been checked for safety hazards and damage.

- No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.
- Direct traffic of vehicles of parents, public safety, and media on and outside the resource center as appropriate.

Section: Operations
Position: Search & Rescue Team Leader

Primary: Site Safety Leads

Alternate: Safety Ambassadors

Reports to: **Operations Chief**

Staffing Characteristics: Trained in Search & Rescue

Responsibility: Check the resource center for damage, rescues victims, establishes and directs Search & Rescue Teams as needed, reports resource center situation to the Operations Chief.

Special Equipment:

- Search & Rescue Team Member Backpack

Start-Up Activities:

- **You must be wearing sturdy shoes and long sleeves.**
- Put batteries in flashlight.
- First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
- **Teams should be assigned based on available manpower, minimum 2 persons per team. The recommendation is for the following standards for establishing Search & Rescue Teams: Elementary School and Administrative Facilities with <500 = 2 Teams; Middle Schools and Administrative Facilities with 500-1000 = 4 Teams; and Senior High School and Administrative Facilities with >1000 = 6 Teams**

During Event:

- **Buddy system: Minimum of 2 persons per team.**
- Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
- **Follow all operational and safety procedures.**
- Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.
- Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape

to barricade hazardous areas. **Do not enter severely damaged buildings.**

- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, close slash to form "X" on door. Report by radio to Command Post that room has been cleared (ex: "Room A-123 is clear")*
- When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) Report information.
- Keep radio communication brief and simple. No codes.

Section: Operations
Position: Search & Rescue Team

Primary: Safety Ambassadors

Alternate: Administrator of Instructional Services

Reports to: **Search & Rescue Team Leader**

Staffing Characteristics: Trained in Search & Rescue

Responsibility: Check the resource center for damage, rescues victims, reports resource center situation to the Search & Rescue Team Leader.

Special Equipment:

- Search & Rescue Team Member Backpack

Start-Up Activities:

- **You must be wearing sturdy shoes and long sleeves.**
- Put batteries in flashlight.
- First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
- **Teams should be assigned based on available manpower, minimum 2 persons per team. The recommendation is for the following standards for establishing Search & Rescue Teams: Elementary School and Administrative Facilities with <500 = 2 Teams; Middle Schools and Administrative Facilities with 500-1000 = 4 Teams; and Senior High School and Administrative Facilities with >1000 = 6 Teams**

During Event:

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- When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) Report information.
- Keep radio communication brief and simple. No codes.

Section: Operations
Position: First Aid & Medical Team Leader

Primary: School Nurse

Alternate: Site Safety Lead

Reports to: **Operations Chief**

Staffing Characteristics: Trained as a leader in providing emergency medical and psychological aid (i.e. School Nurse).

Responsibility: Leader to team providing emergency medical response, first aid, and psychological, or CISM counseling.

Special Equipment:

- Marking pens
- First Aid Supplies: Stretchers, Blankets, Vests (if available), Quick reference medical guides
- Tables & chairs
- Ground cover/tarps
- Forms: Notice of First Aid Care Given Form
- Medical Treatment Victim Log
- Morgue supplies:
    - Tags
    - Vicks Vapor Rub
    - Pens/Pencils
    - Plastic tarps
    - Plastic trash bags
    - Stapler
    - Duct tape
    - 2" cloth tape

Start-Up Activities:

- Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs.
- Request assistance from the School Crisis Response Team for psychological staff and student needs
- Make personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.

- Set up First Aid & Medical Treatment Area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container.
- Assess available inventory of supplies & equipment.
- Review safety procedures and assignments with personnel.
- Establish point of entry ("triage") into treatment area.
- Establish "immediate" and "delayed" treatment areas.
- Set up a separate Psychological First Aid area with staff trained in CISM from the School Crisis Response Team.
- Establish the need for a temporary morgue. If a morgue is needed, establish an appropriate location in consideration of the following:
- If directed, set up morgue area. Verify:
    - Tile, concrete, or other cool floor surface
    - Accessible to Coroner's vehicle
    - Remote from assembly area
    - Security: keep unauthorized persons out of morgue.
    - Maintain respectful attitude.

During Event:

- Oversee care, treatment, and assessment of patients
- Ensure caregiver and rescuer safety
    - Latex gloves for protection from body fluids; replace with new gloves for each new patient.
- Make sure that accurate records are kept.
- Provide personnel response for injuries in remote locations or request Logistics for staffing assistance.
- If needed, request additional personnel from Logistics.
- Brief newly assigned personnel.
- Report deaths immediately to Operations Chief.
    - **After pronouncement or determination of death:**
    - ***Do not*** move the body until directed by Command Post.
    - ***Do not*** remove any personal effects from the body. Personal effects must remain with the body ***at all times.***
- As soon as possible, ***notify the Operations Chief***, who will notify the Command Post, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. The law enforcement authorities will notify the Coroner.
- Keep accurate records and make available to law enforcement and/or the Coroner when requested.
- Write the following information on two tags:
    - Date and time found.
    - Exact location where found.
    - Name of decedent, if known.
    - If identified—how, when, by whom.
    - Name of person filling out tag.

    - Attach one tag to body.
    - If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move body to morgue.
- Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.
- Keep Operations Chief informed of overall status.
- Set up morgue, if necessary, in cool, isolated, secure area; follow guidelines.
- Stay alert for communicable diseases and isolate appropriately.

After:

- Conduct a Critical Incident Stress Debriefing for staff.

Section: Operations
Position: First Aid & Medical Team

Primary: School Nurse

Alternate: Safety Ambassadors

Reports to: **First Aid & Medical Team Leader**

Staffing Characteristics: Trained in first aid and CISM

Responsibility: Works with a buddy to administer first-aid and arrange for transport of victims as necessary.

Special Equipment:

- First-aid supplies
- Marking pens
- Stretchers, blankets, vests (if available)
- Quick reference medical guides
- Tables, chairs, ground cover/tarps, medication from the Health Team
- Forms: Notice of First Aid Care Given Form, First Aid & Medical Treatment Victim Log

Start-Up Activities:

- Obtain & wear personal safety equipment including latex gloves.
- Use approved safety equipment and techniques.
- Check with First Aid & Medical Team Leader for assignment.

During Event:

- Administer appropriate first aid.
- **Keep accurate records of care given**.
- Continue to assess victims at regular intervals.
- Report deaths immediately to First Aid & Medical Team Leader.
- If & when transport is available, do final assessment and document on triage tag. Keep and file records for reference—**do not send with victim.**
- Student's Emergency Card must accompany student removed from resource center to receive advanced medical attention. Send emergency out-of-area phone number if available.

Triage Entry Area:

- Staffed with minimum of 2 trained team members, if possible.

- One member confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess, if not tagged.
- Second team member logs victims' names on form and sends forms to Incident Command Post as completed.

Treatment Areas ("Immediate" & "Delayed")

- Staff with minimum of 2 team members per area, if possible.
- One member completes secondary head-to-toe assessment.
- Second member records information on triage tag and resource center treatment records.
- Follow categories: Immediate, Delayed, Dead
- When using 2-way radio, do not use names of injured or dead.

After:

- Clean up First Aid & Medical Treatment Area. Dispose of hazardous waste safely.
- Assist in the Critical Incident Stress Debriefing for the staff

Section: Operations
Position: Assembly Area

Primary: Administrator of Instructional Services

Alternate: Data and Assessment Coordinator

Reports to: **Operations Chief**

Staffing Characteristic: Trained in managing large groups of students

Responsibility: Ensure the care and safety of all students in resource center (except those who are in the First Aid & Medical Treatment Area).

Special Equipment:

- Ground cover and tarps
- First aid kit, water, food, sanitation supplies
- Student activities: books, games, coloring books, etc.
- Forms:
  - Student Accounting Form
  - Notice of First Aid Care Given Form

Start-Up Activities:

- Request additional personnel, if needed.
- If resource center is evacuating:
  - Verify that the assembly area and routes to it are safe.
  - Count or observe the resource center as they exit, to make sure that all evacuates.
  - Initiate the set-up of portable toilet facilities and hand-washing stations.

During Event:

- Monitor the safety and well-being of the students and staff in the Assembly Area.
- Administer minor first aid as needed.
- Support the Release Gate Unit process by releasing students with appropriate paperwork.
- When necessary, provide water and food to students and staff.
- Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
- Make arrangements to provide shelter for students and staff.
- Arrange activities and keep students reassured.
- Update records of the number of students and staff in the assembly area (or in the buildings).

- Direct all requests for information to the Public Information Officer.

Section: Operations
Position: Request Gate

Primary: Safety Ambassadors

Alternate: School Nurse

Reports to: **Operations Chief**

Staffing Characteristics: Resource Center staff or volunteers

Responsibility: Assure proper processing of reunification requests at the Request Gate. Also, process requests from volunteers.

Special Equipment:

- Stapler
- Box(es) of Emergency Cards
- Signs: Parent Request Gate
- Empty file boxes to use as out boxes
- Forms:
  - Student Release Form
  - Volunteer Assignment List

Start-Up Activities:

- Secure area against unauthorized access. Mark gate with sign.
- Set up Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.
- Have Student Release Forms available for parents or guardians outside of fence at Request Gate. Assign volunteers to assist.
- Ensure an adequate distance between the Request Gate and the Release Gate.

During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- **Refer all requests for information to the Public Information Officer. Do not spread rumors!**
- If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID to the Supply, Facilities, and Staffing Unit. If they are not registered (do not have badges), register them at the Request Gate.

Reunification Procedures:

- Requesting parent or guardian fills out Student Release Form, gives it to staff member, and shows identification.
- Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
- Staff instructs the requester to proceed to the Release Gate.
- If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.
- Runner takes form(s) to the designated resource center.

Note: If a parent or guardian refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.

<u>If student is in</u>:

- Runner shows Student Release Form to the teacher
- Teacher marks box, "***Sent with Runner***."
- If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- Runner walks student(s) to Release Gate.
- Runner hands paperwork to staff at Release Gate.

<u>If student is not in</u>:

- Teacher makes appropriate notation on Student Release Form:
- "***Absent***" if student was never in the resource center that day.
- "***First Aid***" if student is in First Aid & Medical Treatment Area.
- "***Missing***" if student was in the resource center but now cannot be located.
- Runner takes Student Release Form to the Command Post.
- Command Post verifies student location if known and directs runner accordingly.

- **If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to the Command Post for verification.**

Section: Operations
Position: Release Gate

Primary: Safety Ambassadors

Alternate: School Nurse

Reports to: **Operations Chief**

Staffing Characteristics: Resource Center staff or volunteers

Responsibility: Assure proper reunification of student with parent or guardian at the Release Gate.

Special Equipment:

- Stapler
- Signs: Parent Release Gate
- Empty file boxes to use for processed Student Release Forms

Start-Up Activities:

- Secure area against unauthorized access. Mark gate with sign.
- Set up Release Gate away from the Request Gate.
- Assign volunteers to assist, as needed.

During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- **Refer all requests for information to the Public Information Officer. Do not spread rumors!**

If student is in:

- Runner shows Student Release Form to the teacher
- Teacher marks box, "***Sent with Runner***."
- If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- Runner walks student(s) to Release Gate.
- Runner hands paperwork to staff at Release Gate.
- Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student.
- Parents are given the Notice of First Aid Care Given Form, if applicable.

If student is not in:

- Teacher makes appropriate notation on Student Release Form:
- "***Absent***" if student was never in the resource center that day.
- "***First Aid***" if student is in First Aid & Medical Treatment Area.
- "***Missing***" if student was in the resource center but now cannot be located.
- Runner takes Student Release Form to Incident Command Post.
- Incident Command Post verifies student location if known and directs runner accordingly.
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to Incident Command Post for verification.
- Parent should be notified of missing student status and escorted to crisis counselor.
- If student is in first aid, parent should be escorted to First Aid & Medical Treatment Area.
- If student was marked absent, parent will be notified by staff member.

Section: Planning & Intelligence
Position: Planning & Intelligence Chief/Logistic Chief

Primary: Chief Business Officer

Alternate: Data and Assessment Coordinator

Reports to: **Incident Commander**

Staffing Characteristics: Administrator of Instructional Services or someone familiar with resource center and its occupants

Responsibility: Collection, evaluation, documentation, and use of information about the incident.

Equipment:

- File box(es)
- Dry-erase pens and eraser
- Large map of resource center, laminated or covered with Plexiglas
- Forms:
    - Position Log

During:

- **Assume the duties of all Planning Section positions until staff is available and assigned.**
- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Assist the Incident Commander in writing Incident Action Plan.

Section: Planning & Intelligence
Position: Documentation

Primary: School Clerk 1

Alternate: Teacher 1

Reports to: **Planning Chief**

Staffing Characteristics: It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.

Responsibility: Collection, evaluation, documentation and status of all documents associated with the emergency response, including financial expenditures, timekeeping, and other necessary documentation.

Special Equipment:

- File box(es)
- Forms:
- Position Log

During:
Records:

- Maintain time log of the Incident, noting all actions and reports.
- Record content of all radio communication with School Emergency Operations Center (EOC).
- Record verbal communication for basic content.
- Log in all written reports.
- ***Important***: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—**they are legal documents.**
- File all reports for reference.

Student and Staff Accounting:

- Receive, record, and analyze Student Accounting Forms.
- Check off staff roster. Compute number of students, staff, and others in the resource center for Situation Analysis. Update periodically.

- Report missing persons and resource center damage to Incident Command Post.
- Report first aid needs to First Aid & Medical Team Leader.
- File forms for reference.
- Track regular and overtime of all staff.

After:

- Collect and file all paperwork and documentation from deactivating sections.
- Securely package and store these documents for future use.

Section: Planning & Intelligence
Position: Situation Analysis

Primary: Administrator of Instructional Services

Alternate: Operations and HR Administrator

Reports to: **Planning Chief**

Staffing Characteristics: It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.

Responsibility: Analyzes the range of events impacting the resource center to provide the Incident Commander and the rest of the Incident Command Team with cumulative information about the incident.

Special Equipment:

- Dry-erase pens and eraser
- Large map of resource center, laminated or covered with plexiglas
- File box(es)
- Map of local area

During:
Situation Status Map:

- Collect, organize and analyze situation information.
- Mark resource center map appropriately as related reports are received. This includes but is not limited to Search & Rescue reports and damage updates, giving a concise picture status of resource center.
- Preserve map as legal document until photographed.

- Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)

Situation Analysis:

- Provide current situation assessments based on analysis of information received.
- Develop situation reports for the Incident Command Post to support the action planning process.
- Think ahead and anticipate situations and problems before they occur.
- **Report only to Incident Command Post personnel. Refer all other requests to Public Information Officer**.

Section: Logistics
Position: Logistics Chief

Primary: Chief Business Officer

Alternate: Data and Assessment Coordinator

Reports to: **Incident Commander**

Staffing Characteristics: Administrative skills

Responsibility: The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Special Equipment:

- Cargo container or other storage facility with all emergency supplies stored in the resource center.
- Forms:
- Resource Center Status Report
- Volunteer Assignment List

Start-Up Activities:

- **Assume the duties of all Logistics positions until staff is available and assigned.**
- Ensure that the Incident Command Post and other facilities are setup as needed.

During Event:

- Coordinate supplies, equipment, and personnel needs with the Incident Commander.
- Maintain security of cargo container, supplies and equipment.

After:

- Secure all equipment and supplies.

Section: Logistics
Position: Supplies, Facilities, & Staffing

Primary: Operations and HR Administrator

Alternate: Administrator of Instructional Services

Reports to: **Logistics Chief**

Staffing Characteristics: It is common for the Logistics Chief to carry out these duties. A separate position checklist is here in the event the Logistics Chief needs to assign the duties to another **individual.**

Responsibility: Provides facilities, equipment, supplies, materials, and staffing in support of the incident.

Special Equipment:

- Cargo container or other storage facility and all emergency supplies stored in the resource center

Start-Up Activities:

- Open supplies container or other storage facility if necessary.
- Begin distribution of supplies and equipment as needed.
- Set up the Incident Command Post (including Crisis Response Boxes and Emergency Disaster Kit)
- Review staff roster and begin call-back, as required.

During Event:

- Maintain security of cargo container, supplies and equipment.
- Distribute supplies and equipment as needed.
- Assist team members in locating appropriate supplies and equipment.
- Set up Staging Area, Sanitation Area, Feeding Area, First Aid & Medical Treatment Area, and other facilities as needed.
- Coordinate with the Incident Commander on establishing the need for future work shifts and related staffing needs.

After:

- Secure all equipment and supplies.

Section: Finance & Administration
Position: Finance & Administration Chief

Primary: Budget and Financial Analyst

Alternate: Chief Business Officer

Reports to: **Incident Commander**

Staffing Characteristics: Familiar with common financial record keeping standards – School Receptionist.

Responsibility: Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, student accountability during emergencies, and recovering school records following an emergency.

Special Equipment:

- None

During:

- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials.
- Track financial records. Maintains accurate and complete records of purchases. Most purchases will be made at the School level; however, in emergency situations, it may be necessary for the resource center to acquire certain items quickly.
- Manage and analyze timekeeping records for emergency responders
- Determine process for tracking regular and overtime of staff.
- Ensure that accurate records are kept of all staff members, indicating hours worked.
- If School personnel not normally assigned to the resource center are working, be sure that records of their hours are kept.
- Determine process for tracking purchases.
- Track student accountability records during emergencies. Missing and extra students should be reported to allow for accurate accounting of students.
- Support Logistics in making any purchases which have been approved by the Incident Commander.

After:

- Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Documentation Unit to gather all pertinent documents and records.

Safety Ambassadors

SY 2026-2027

The designated Ambassadors are responsible for planning and implementation at the Resource Center (RC). Resource Center Representatives will meet with their colleagues to discuss all aspects of a safe and supportive learning environment, safety and trainings which will include:

Safe and Supportive Learning Environment:

- ✓ Number of students in RC – adhere to student scheduled hours
- ✓ Schedule CTR works hours – ensure there are two staff members when opening and closing the RC
- ✓ Share information at RC meetings - Discuss safety at monthly resource center meetings
- ✓ Meet with new resource center staff within 30 days
- ✓ Reach out to the Juvenile Community Officer, Community Resources and Community Sub Police Stations
- ✓ Keep technology locked and secured

Instructional Support:

- ✓ Consistent RC rules among all staff – hats, phones, language use
- ✓ Ensure middle school students work together
- ✓ Instructional tables labeled by subject area
- ✓ Know your student needs – triggers
- ✓ Measuring threat levels
- ✓ CTR supporting the learning environment

Compliance:

- ✓ Safety Drills are mandated to be performed three (3) times per year
- ✓ Ensure safety supplies are located in designated area and replenished each time a drill is performed
- ✓ Confirm that the Emergency Radio works properly (San Diego Team Talk, Channel 1)
- ✓ Update Resource Center Emergency Exit Plan annually
- ✓ Review and sign off on monthly Fire Extinguisher, Epinephrine Delivery System and Eye wash Inspections

Altus Schools Coastal Safety Ambassadors

Resource Center	Safety Ambassador
North Carlsbad	Jennifer Montgomery
South Carlsbad	David Delbrueck

**Updated 06/2026*

SY 2026-2027

Instructional Continuity Plan

ALTUS SCHOOLS SOUTHERN CALIFORNIA

ALTUS SCHOOLS COASTAL

Instructional Continuity Plan

General Information

At Altus Schools Coastal (ASC), we prioritize uninterrupted learning. This Instructional Continuity Plan (ICP) embodies our proactive commitment to ensuring education continues seamlessly, regardless of circumstances. By establishing robust systems for remote instruction and communication *now*, we are prepared to transition swiftly and effectively to virtual learning environments should any emergency or unforeseen event occur. Our integrated online learning platforms, video conferencing capabilities, and digital communication tools form the bedrock of this preparedness. Furthermore, this ICP details clear decision-making pathways, empowering a designated leadership team to act decisively, activate appropriate remote learning phases, and keep our staff, students, and families informed, ensuring learning remains constant.

Engagement Protocol

In the event of an emergency, ASC is committed to ensuring that students' educational experiences continue with minimal disruption. The school will engage students and families within 5 calendar days using a variety of communication methods to ensure everyone stays informed and connected. Examples of the two-way communication tools include phone calls, SMS text messaging, email, video conferencing, social media, and app notification through ParentSquare. The ParentSquare communication platform integrates with our Student Information System, providing all enrolled students and families with a centralized and accessible communication channel to receive updates and information from school administrators, teachers, and support staff. Given the instructional model of the school, it is common practice for teachers to be in touch with students and/or families daily. This routine communication ensures that in the event of an emergency, there will be no disruption in the connection between teachers, students, and their families. Teachers will continue to provide academic support, share resources, and address any concerns through the established communication channels.

Following an emergency, ASC will utilize our Multi-Tiered System of Supports (MTSS) to ensure all students receive the appropriate level of support based on their individual needs. Healthy Youth Therapists on staff are available to assist in supporting students' social-emotional and mental health needs through individual or group therapy sessions.
ASC strives to maintain a strong and supportive learning environment, even in the face of emergencies. By leveraging multiple communication methods and providing comprehensive support through MTSS, we aim to ensure the continuity of education and the well-being of our students and their families.

Instructional Access Plan

ASC is an independent study program that offers both in-person and hybrid learning options for students. Resource Centers are strategically located within the neighborhoods and communities where students reside. Thanks to our multiple physical locations, state-of-the-art video conferencing technology, and independent study format, ASC can quickly adapt if a Resource Center becomes

inaccessible due to an emergency or natural disaster. Students can continue in-person learning at an alternative neighborhood Resource Center or temporarily switch to virtual learning.

Every student at ASC has a Pathways Personalized Education Plan (PPEP). This plan is used by staff to analyze each student's current academic levels, grades/credits, educational goals, learning styles/preferences, interests, and post-high school pathways. The PPEP is developed and continually revised in collaboration with the student, parent, teacher, counselor, and school instructional leader.

As part of the PPEP and Instructional Plan, the school staff administer a fall benchmark assessment, NWEA Measures of Academic Progress (MAP), to all students to measure academic levels and proficiency in Reading, Language, and Mathematics. Teachers and instructional leaders use these assessment results to make data-informed decisions, such as increasing individual tutoring support in specific academic domains or utilizing specialized instructional strategies, curriculum, and programs to improve student skills.

Monitoring student academic progress and growth is a key element of the PPEP. When students do not demonstrate improved academic growth over time, instructional staff initiate and increase academic intervention efforts and support. ASC utilizes a Student Intervention Program aligned with the Multi-Tiered System of Support (MTSS). This intervention model provides instructional staff with a system to quickly identify and match the needs of all students. Each intervention completed by a teacher, counselor, or school support staff is documented in the school information system. The school's Data and Assessment department provides staff with a Monthly Storybook summarizing specific interventions completed. School leaders use this intervention data to monitor effectiveness and ongoing student needs. This plan ensures academic progress is not disrupted if a student must switch locations or modalities due to an emergency or natural disaster.
As an independent study school, students will naturally continue their learning through their existing textbook-based curriculum, aligned with state standards and developed by subject matter experts, in the event of an emergency or natural disaster. This curriculum will remain accessible within 10 instructional days of an emergency scenario. The Curriculum Department has already implemented digital lesson guides and online textbooks to support independent learning. For families needing hard copies, textbooks, lesson guides, and supplemental materials can be distributed via non-contact methods.

Edgenuity is the platform used to deliver online curriculum. Through Edgenuity, students have access to multiple scaffolds essential for English Learners and Students with Disabilities, including digital notetaking, transcripts in multiple languages, graphic organizers, glossaries, academic language tools, digital sticky notes, extended time, video closed captioning, text translation, and read-aloud features.

Students who lack access to a computer or home internet can be issued data-enabled laptops through the Altus Connect Program, ensuring they can access the Edgenuity platform, virtual meetings & tutoring sessions, and other online resources from home.

School staff are dedicated to maintaining high levels of student engagement and supporting academic achievement. Setting high expectations helps students achieve their daily, weekly, and monthly goals. Key instructional strategies include virtual and/or in-person one-on-one meetings and small group

tutoring sessions, where teachers guide instruction and assess mastery of content standards, providing additional instruction as needed. Teachers also offer instructional support during scheduled student hours, both virtually and in-person. Additionally, teachers monitor academic progress and engagement through online forms, surveys, screencast videos, virtual events, and other communication tools, ensuring students remain on track with their educational goals.

Communication Strategy

In a school emergency or natural disaster, clear and timely communication is critical. Our multi-faceted approach prioritizes the safety and well-being of students and families by ensuring a consistent flow of vital information through multiple accessible channels, strengthening the school-to-home partnership.

Initially, ParentSquare can serve as our central hub for rapid dissemination of alerts and critical updates regarding the situation, safety protocols, evacuation procedures (if necessary), and school status. Simultaneously, the school website and the Altus Schools Health and Wellness Hub will be updated with the same crucial information, offering additional reliable sources.

Following immediate alerts, instructional staff will use secure text messaging, emails, and phone calls for more direct updates on student well-being and specific instructions. Virtual conferences via Microsoft Teams and Zoom may also be used for broader informational meetings or individual check-ins, as circumstances permit.

Recognizing potential challenges with digital communication, school staff will be prepared to conduct home visits to provide direct updates, ensure student safety, and deliver essential resources or instructions.

To ensure equitable access, our dedicated bilingual staff will communicate critical emergency information in both English and Spanish.

Access to Devices, Materials, and Connectivity

To ensure students have access to online schoolwork, ASC conducts multiple needs assessments and satisfaction surveys with students and parents to identify families requiring home technology. Teachers maintain regular communication with students and parents through secure text messages, phone calls, virtual conferences, and emails to identify ongoing needs or unique circumstances. As a result, the school has successfully deployed Chromebooks and data plans to all students in need. When new students enroll, school clerks and counselors conduct a technology needs assessment with each family and promptly provide devices to ensure all barriers to learning are eliminated.

Occasionally, school-issued devices require repair or service. In such cases, devices are collected and submitted to the school's Operations Department for maintenance. Students are issued replacement devices to ensure continuous access. Inventory is reviewed regularly by the Operations Department to ensure necessary stock levels are maintained to accommodate student need.

The school has also enhanced its websites and technology tools. To minimize confusion and redundancy for students and parents, the school has created an online landing page, www.altusgo.com, which provides students and families with access to curriculum and instructional supports. From this landing page, students can access essential school technology programs such as Edgenuity, Naviance, Renaissance (Illuminate), Achieve 3000, and BrainPOP.
For students who prefer or require hard copy materials, staff will work with the family to distribute as needed.

Special Populations and Support Services

Even in a shift to remote learning, our school remains dedicated to providing equitable and personalized education for all students through our key process: Pathways Personalized Educational Plan (PPEP). This collaborative plan, developed with teachers, students, parents, counselors, and instructional leaders, inherently addresses diverse needs, including those of English Learners, Students with Disabilities, and Foster/Homeless Youth. Our dedicated Homeless and Foster Youth Liaison will continue to provide comprehensive case management services remotely, ensuring uninterrupted support through virtual check-ins and resource coordination. Existing PPEPs, outlining individual goals and learning preferences, will guide personalized remote learning experiences, and our Multi-Tiered Systems of Supports (MTSS) framework will deliver tailored online interventions.

For English Learners, we ensure continued language development through both integrated and designated ELD support via online educational platforms and digital resources like Summit K12, BrainPOP EL, and Ellevation. Integrated ELD is embedded within virtual content lessons, while designated ELD focuses on explicit language and literacy skill-building through virtual small groups and individualized online activities, all aligned with the school's English Learner Plan. Students with Disabilities will continue to receive Free Appropriate Public Education (FAPE) through the virtual implementation of their IEPs. Specialized Academic Instruction (SAI) will be provided via distance learning by Education Specialists through secure video conferencing and online learning platforms. Curriculum will be adapted for digital accessibility, and instruction will be differentiated using online platform features and Universal Design for Learning (UDL) principles. Special education case managers will actively monitor student progress remotely through regular virtual check-ins and ongoing collaboration with general education teachers.

Furthermore, we are committed to supporting the holistic well-being of our students in a remote setting. To address mental health and social-emotional needs, we will provide virtual counseling sessions with our school counselors and offer readily accessible resource directories for additional support services. Recognizing the importance of basic needs, we will also ensure families have access to critical nutrition services and other wraparound supports by providing comprehensive information on accessing local food banks and other essential resources.

Instructional Continuity and Independent Study Readiness

As a WASC-accredited, non-classroom-based independent study program, our school has established and implemented written policies to govern our independent study program. All students and

parents/care givers sign a board-approved, year-long independent study Master Agreement contract, which includes required elements such as Contact Information, Methods of Study, Evaluation Procedures, Attendance and Participation Requirements, Outreach Methods, Maximum Time for Assignments, and Number of Missed Assignments.

ASC is dedicated to delivering high-quality, rigorous, and standards-aligned curriculum and instruction entirely through accessible online platforms. Our model inherently ensures that *all* students can be effectively supported remotely. Leveraging a robust digital curriculum, versatile communication tools, and interactive videoconferencing systems, we guarantee seamless continuity of learning, regardless of external circumstances such as emergencies or natural disasters. This instructional approach will ensure that students can receive virtual daily one-on-one meetings, weekly small group tutoring sessions, readily available virtual student hours, and additional personalized check-in meetings. This will ensure every learner receives the individual support they need to thrive in the event of a natural disaster or emergency.

Assessment and Student Progress Monitoring

In the event of an emergency or natural disaster, the school will maintain continuous learning through the following established procedures: Teachers will consistently monitor student learning daily using varied formative assessments and robust tracking methods implemented remotely. Data on participation in online activities, coursework completion, assessments, and communication will be analyzed to inform responsive instruction. Teachers will utilize a Course of Study Record (CSR) and Participation/Credit Tracker to closely follow daily progress virtually, while students will maintain a Student Learning Log, reviewed and archived by teachers in the SPSIS. Attendance will be certified remotely via School Pathways Student Information System (SPSIS) at the end of each Independent Study Learning Period.

In the virtual environment, remote instruction will be shaped by continuous formative and summative assessments, incorporating a variety of online activities to gauge student learning and personalize instruction. Assignments will receive virtual feedback, and scores below 70% will automatically activate tailored virtual remediation plans, ensuring targeted support. Furthermore, teachers and instructional staff will leverage the school's MTSS framework to address the holistic academic, behavioral, and social-emotional needs of each student; these strategies may include additional virtual tutoring, participation in specialized programs like IXL Math, or meetings with guidance counselors or healthy youth therapists.

Leveraging secure video conferencing, educators can deliver dynamic live instruction, foster real-time communication, and implement immediate learning evaluations through engaging virtual activities such as quick writes and collaborative group projects. These interactive sessions bridge the physical distance, enabling active participation and timely feedback.

The SPSIS Gradebook will serve as the central platform for recording all virtual assignments, and teachers will provide summary comments on student progress at the end of each Learning Period. This

information will be accessible to students and parents via the School Pathways Portal, with ongoing virtual training and support provided to ensure seamless access and engagement.

Professional Development for Staff

Altus University ("AU") serves as the professional learning platform for the school, offering both in-person and virtual sessions to accommodate the diverse needs of our staff. Altus University includes a fully online component, called AU in the Cloud, which is available to all segments of the workforce and aligned with the California Quality Professional Learning Standards (QPLS).

AU sessions incorporate school-wide initiatives to improve student learning in math and English language development. Each session includes an evaluation for participants to provide feedback on participation, satisfaction, usefulness, learning, and areas for follow-up. This feedback is used by the school's curriculum departments as part of their ongoing Professional Learning Communities (PLCs) and to plan additional AU sessions.

Both in-person and virtual AU sessions provide instructional staff with the time and space to explore curriculum content necessary for quality instruction. Instructors build participants' capacity to use frameworks, standards alignment documents, and instructional pacing guides to support teaching content standards. Assessment and instructional strategies are incorporated into the sessions so that teachers can use formative assessment strategies to inform instruction for a diverse student population.

Teachers have undergone Leading Edge Certification (LEC), a national certification for educational technology, to become effective online and blended learning teachers. For new teachers, the school continues the certification process through the LEC FLEX program. School instructional leaders provide feedback on new skills acquired through AU sessions during virtual tutoring session observations. Instructors model how to differentiate curriculum and scaffold instruction to support all students. These sessions uphold the school's values by increasing participants' capacity to enhance students' participation, engagement, connection, sense of belonging, and emotional well-being.

Instructional strategies are presented through an equity lens, ensuring access and equity for all students. Data informing AU sessions is disaggregated by gender, race, special needs, foster youth, and socio-economic indicators, allowing for the identification of student instructional needs focused on specific groups. All participants can access AU sessions through registration on the Altus University Portal. Sessions are generally held on the same day of the week and time, allowing teachers to plan instruction around the professional learning sessions they wish to attend. Recorded sessions are available on demand for staff members who are unable to attend live sessions.

Instructors for AU sessions include Administrators, Teachers on Special Assignment, Special Education, General Education teachers. They maintain a positive learning environment for all participants, who can use the chat feature within Microsoft Teams to ask questions without interrupting the flow of instruction and can unmute their microphones to participate verbally. Instructors engage participants through Web 2.0 tools learned from the Leading Edge Certification (LEC). AU instructors understand that student

Social Emotional Learning is paramount, focusing on connecting with students first, followed by content.

By combining virtual and in-person professional learning, Altus University ensures that all staff have the resources and support they need to succeed in any learning environment.

Criteria for Returning to In-Person Learning

Following a school emergency or natural disaster, the decision to resume in-person learning will be made in close coordination with state and county emergency management and education agencies, prioritizing the safety and well-being of students and staff. Return to school sites will occur only when deemed safe by these authorities and when the following critical conditions are met:

- Lifted Evacuation Orders: All evacuation orders affecting the school site and the surrounding areas necessary for safe travel of students and staff must be officially lifted.

- Safe Air Quality and Clean Water: Air quality must be at levels deemed safe by relevant environmental agencies, and access to potable, clean water must be fully restored at the school site.

- Restored Utilities: Essential utilities, including power, gas, and functioning sanitation systems, must be reliably restored to ensure a safe and healthy learning environment.

- Debris Removal: School grounds and access routes must be cleared of any hazardous debris that could pose a risk to students and staff.

- Staffing and Food Service Readiness: Sufficient staffing levels across all essential functions, including instructional, administrative, and support roles, must be ensured. Additionally, food service operations must be ready to provide necessary meals for students.

Upon confirmation that these conditions are met and clearance is received, the school will implement clearly defined return-to-school plans and protocols aligned with the most current guidance from the California Department of Education (CDE) and county education offices. These protocols will be proactively communicated to all students and staff.

Collaboration and Site-Based Planning

The collaborative spirit at our school ensures that our Instructional Continuity Plan (ICP) and School Comprehensive Safety Plan are living documents, shaped by the diverse perspectives of our entire educational community.

Administrators actively champion the development and review processes for both plans. They initiate discussions, provide resources, and ensure that feedback is thoughtfully integrated. Staff members,

including teachers, counselors, and support personnel, contribute their invaluable frontline experiences through surveys, focused meetings, and professional development sessions, directly influencing the practical elements of the plans.

Parents and family members play a vital role as essential partners. Their insights into students' needs and home environments are gathered through surveys, school events, parent-teacher conferences, and dedicated meetings, ensuring a holistic approach to both instructional continuity and safety.

Our students' voices are also crucial in this collaborative endeavor. Meaningful feedback is solicited through age-appropriate surveys, student forums, and representative participation in school events, providing a unique and important perspective on safety and learning continuity.

The School Site Council serves as a cornerstone of the annual review process for both the ICP and the School Comprehensive Safety Plan. This body, comprised of administrators, teachers, staff, parents, and students, reviews the plans, analyzes feedback gathered throughout the year, and provides critical input for revisions and improvements, ensuring that our safety and instructional strategies remain responsive and effective. This ongoing cycle of collaborative development and review ensures that our plans reflect the collective wisdom and shared commitment of our entire school community.

Plan Review and Updates

Our Instructional Continuity Plan (ICP) is a living document designed to adapt to the evolving needs of our school community. To maintain its effectiveness, we conduct an annual review and update process.

The Altus Schools Executive Safety Team is central to this process. Each year, they examine the ICP, ensuring its alignment with current best practices and any changes in our school environment or local context. This comprehensive review includes:

- Data Analysis: The Executive Safety Team (EST) analyzes year-long data, including feedback from surveys, meetings, and training involving administrators, staff, parents, and students. The EST contributes critical insights related to safety protocols and potential risks, allowing us to pinpoint the plan's strengths and areas needing improvement.

- Stakeholder Input: We actively seek and value input from all stakeholders through surveys, focus groups, and school events. The EST thoroughly addresses all safety-related concerns raised during this engagement process and integrates guidance from the School Site Council's review of the Comprehensive School Safety Plan and Instructional Continuity Plan.

- Plan Evaluation: The EST assesses the ICP's effectiveness in addressing potential disruptions to instruction, such as natural disasters, emergencies, and other unforeseen events. The EST lends its expertise to evaluate the clarity of safety procedures, the adequacy of resources, and the practicality of implementation.

Based on this thorough analysis, the Executive Safety Team recommends necessary revisions to the ICP.

The updated ICP then undergoes the following steps:

- Documentation and Communication: All revisions are clearly recorded within the ICP and shared with key educational partners.

- Implementation: The updated ICP is put into practice school-wide, with any required training or professional development provided to staff. The Executive Safety Team actively supports the implementation of all safety-related components.

This annual cycle of review and updates, driven by the active involvement of the Executive Safety Team, guarantees that our ICP remains a relevant and effective instrument for ensuring instructional continuity, demonstrating our unwavering commitment to the safety and academic success of every student.

Immigration Enforcement Presence Notification Procedure

Notification is required only when immigration enforcement is confirmed *on* a school site and is not required when enforcement is occurring *near* a school site. The notification may include a link to school or state informational resources for families.

For purposes of this procedure, "school site" includes any Resource Center operated by the school, administrative offices where students receive in-person services, locations where school-sponsored activities are occurring, and school-provided transportation.

For procedures regarding how school personnel respond to and interact with immigration-enforcement officers on school grounds, including warrant verification, information requests, visitor access, student interviews, and documentation requirements, the school follows its Board-adopted *Educational Equity & Immigration Status Policy*, which remains in full effect and is referenced herein.

1. Confirm Presence of Onsite Immigration Enforcement

   Any employee who becomes aware of possible immigration enforcement activity shall immediately notify the Administrator of Instructional Services. The Administrator of Instructional Services will verify whether immigration enforcement is present on the school site and notify the Deputy Superintendent School Services and Founding Director.

2. Determine Notification Timing

   The Deputy Superintendent School Services and Founding Director will determine whether notification should be:

Required Criteria

Is real-time notification necessary to protect students from harm?	Send Real-Time Notification
Is real-time notification necessary to inform parents about conditions that could impede student arrival or departure?	Send Real-Time Notification
Neither applies	Send Follow-Up Notification

3. Notification Content

All notifications must include only the following information:

a. Date the immigration enforcement presence was confirmed,
b. Time the presence was confirmed, and
c. General location of the enforcement activity.

The notification must *not* include:

a. Names or identifying details of any student, family member, or staff
b. Any information relating to actual or perceived immigration status.

Optional (per state guidance):

a. Link to school or state informational resources for families

4. Notification Distribution

Notifications will be issued using the school's standard communication systems (i.e., ParentSquare, SMS, or email) and provided to:

- All parents/guardians of students enrolled at affected Charter School site
- All teachers, administrators, and school personnel assigned to that site

5. Continuity of School Operations

School operations should continue normally unless otherwise directed by the Deputy Superintendent School Services and Founding Director or designee.

APPENDIX JJ

CAREER PATHWAY CHART

2026-2027 CAREER PATHWAYS

CAREER PATHWAYS	CONCENTRATION COURSE	CAPSTONE COURSE	INDUSTRY CERTIFICATION	ARTICULATION
ANIMAL SCIENCE	Veterinary Science 1, 2	Dual Enrollment		Veterinary Science 1, 2
Aviation Operations 1, 2	Aviation UAS Operations 1, 2	Dual Enrollment	FAA Part 107	
BUSINESS MANAGEMENT	*Intro to Business 1, 2*	Entrepreneurship 1, 2		Entrepreneurship 1, 2
CHILD DEVELOPMENT	Child Development 1, 2	Dual Enrollment		Child Development 1, 2
DESIGN, VISUAL AND MEDIA ARTS	Design Careers 1, 2	Photoshop 1, 2	Adobe Certified Associate: Photoshop	Design Careers 1, 2
ENVIRONMENTAL RESOURCES	Intro to Green Technology and Energy 1, 2	*Environmental Sustainability 1, 2*		*Environmental Sustainability 1, 2*
HOSPITALITY, TOURISM, AND RECREATION	Hospitality, Tourism, and Recreation 1, 2	Hospitality Management 1, 2	Certified Hospitality Management Tourism Professional (Optional WEE 1, 2)	Hospitality Management 1, 2
PATIENT CARE	Health Science Concepts 1, 2	Option 1: Dual Enrollment CNA Option 2: VR Patient Care Clinical Simulation	Option 1: Certified Nursing Assistant (CNA)	*Health Science Concepts 1, 2*
PUBLIC SAFETY	Military Science 1, 2	Military Science 3, 4		
RETAIL SALES AND MARKETING	Retail Sales and Marketing 1, 2	Dual Enrollment		Retails Sales and Marketing 1, 2
SOFTWARE AND SYSTEMS DEVELOPMENT	*Information and Communication Tech 1, 2*	Computer Science Discoveries 1, 2		*Information and Communication Tech 1, 2*
TEACHER EDUCATION	Teacher Education 1, 2	Dual Enrollment		Teacher Education 1, 2

APPENDIX KK

BOARD TRAINING CERTIFICATES

Certificate of Completion

Wayland Myers

2 hours | November 5, 2025

Governance with Integrity: Ethics Training for Charter School Boards

Meeting requirements of California Government Code Sections 53234–53235.2 | AB 1234 and AB 2158

YM&C

YOUNG · MINNEY · CORR LLP

Paul C. Minney, Founder/Partner

Certificate of Completion

Chris Gordon

2 hours | November 5, 2025

Governance with Integrity: Ethics Training for Charter School Boards

Meeting requirements of California Government Code Sections 53234–53235.2 | AB 1234 and AB 2158

YM&C

YOUNG · MINNEY · CORR LLP

Paul C. Minney, Founder/Partner

Certificate of Completion

Jim Herr

2 hours | November 5, 2025

Governance with Integrity: Ethics Training for Charter School Boards

Meeting requirements of California Government Code Sections 53234–53235.2 | AB 1234 and AB 2158

YM&C

YOUNG · MINNEY · CORR LLP

Paul C. Minney, Founder/Partner

Certificate of Completion

Cristina Stevens

2.5 hours | November 18, 2025

ASSC Special Board Workshop Part I & 2

YM&C

YOUNG · MINNEY · CORR LLP

Paul C. Minney, Founder/Partner

APPENDIX LL

MEMORANDUM OF UNDERSTANDING

MEMORANDUM OF UNDERSTANDING

by and between

San Diego County Board of Education

and Audeo II Charter School

This Memorandum of Understanding ("MOU" or "Agreement") is entered into by and between the San Diego County Office of Education ("SDCOE" or "County Board") and Audeo Charter School, Inc., a nonprofit public benefit corporation operating the Audeo II Charter School ("Audeo II Charter School" or "Charter School", together with SDCOE, the "Parties").

1. **RECITALS**

(a) The San Diego County Board of Education ("County Board") is the governing elected body of the SDCOE, administered by the San Diego County Superintendent of Schools ("SDCSS"). SDCOE and SDCSS are referred to interchangeably herein unless otherwise specified.

(b) Audeo Charter School, Inc. ("Audeo Charter School, Inc.") is a California non-profit public benefit corporation that operates Audeo II Charter School, a public charter school existing under the laws of the State of California and under the chartering authority oversight of the County Board. Audeo Charter School, Inc., the non-profit public benefit corporation, shall be responsible for, and have all rights and benefits attributable to, the Charter School as further outlined herein. Wherever this Agreement obligates the Charter School to a course of action or prohibits or limits the Charter School from a course of action, Audeo Charter School, Inc. shall also be required to fulfill such obligation and be subject to such prohibition or limitation. No other corporations shall participate in the governance or administration of Audeo II Charter School unless a material revision to the Charter is requested and approved pursuant to the requirements of the Charter Schools Act.

(c) The State Board of Education authorized the Charter School and assigned chartering authority and oversight to the San Diego County Board of Education. This Agreement is intended to outline the agreement of Charter School and the SDCOE governing their respective fiscal and administrative responsibilities, their legal relationships, the provision of special education services and the operation of the Charter School.

(d) Audeo II Charter School submitted a renewal petition of their charter to the State Board of Education on January 8, 2021. On May 12, 2021, the State Board of Education approved with technical ammendmends the Charter School's renewal petition ("renewal petition") for the term of July 1, 2021 to June 30, 2026, on May 12, 2021.

(e) The State Board of Education assigned chartering authority and oversight to the San Diego County Board of Education on May 12, 2021.

(f) The technical amendments approved with the renewal of the Charter School by the State Board of Education will resolved by July 1, 2021 to the sole satisfaction of the State Board of Education and California Department of Education.

(g) Written modifications of this Agreement may be made by agreement as set forth in section 2.(a)(iii) below.

(h) The terms of this Agreement are intended by both Parties to become part of the conditions, standards and procedures set forth in the Charter document ("Charter").

(i) The Parties agree that this Agreement is consistent with the approved Charter. If the Parties discover any terms of this Agreement conflict with the terms of the Charter, this Agreement shall control the handling or resolution of the issue in question. To the extent that this Agreement is inconsistent with any of the terms of the Charter, both Parties shall meet to amend the Agreement to reach consistency, if the inconsistency is material to the terms of the Charter. If the Parties do not reach agreement regarding the consistency, the Parties agree to follow the procedures for dispute resolution as stated in the Charter.

2. **AGREEMENTS**

(a) **Term**

(i) The term of this Agreement shall be coterminous with the term of the Charter granted to the Charter School on May 12, 2021. This Agreement shall be effective on July 1, 2021, upon board approval of the Charter School's governing board, and will remain in place through June 30, 2026, or until otherwise terminated in accordance with this Agreement.

(ii) If the County Board revokes or does not renew the Charter, this Agreement is terminated automatically after completion of required closure activities, irrespective of whether the Charter receives approval by the State Board of Education ("SBE"), or any other authorizing entity. This Agreement shall terminate automatically upon closure of the Charter School for any reason, after closure activities have been completed. "Closure" means that all legally required closure processes are completed, including completion of a final audit as required by law. Only the indemnification clauses in this Agreement survive closure.

(iii) No oral or other agreements or understanding shall be effective to modify or alter the written terms of the Agreement. This Agreement may be amended or modified only by mutual written agreement, executed by duly authorized representatives of both Parties. Such modification must specifically indicate the Parties' intent to modify or amend this Agreement.

(iv) The duly authorized representative of the County Board is the SDCSS or any designee thereof. In order to ensure consistency in communications, all communication regarding any aspect of the operation of the Charter School shall be initiated by the designated representative of the Charter School with the SDCSS, unless the SDCSS delegates this function to another officer of the SDCOE.

The duly authorized representative of the Charter School is the President or designee.

(v) Failure to meet and comply with the terms of the Agreement shall constitute a material violation of the conditions, standards, or procedures set forth in the Charter within the meaning of Education Code section 47607(f).

(b) **State Funding under the Local Control Funding Formula**

(i) The Charter School will be funded in accordance with the Local Control Funding Formula ("LCFF"). Charter School will receive base funding and may receive supplemental, and concentration grants. Charter School will be responsible for providing the California Department of Education ("CDE") with all data required for funding and will comply with all laws and regulations as developed by the Legislature and SBE. All information provided by Charter School shall be truthful and accurate.

(ii) LCFF includes accountability requirements. The Charter School is required to develop, adopt, and annually update a Local Control and Accountability Plan ("LCAP") using a template adopted by the SBE.

(iii) The Charter School shall comply with the requirements of law in developing its LCAP including but not limited to:

(1) Consultation with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP and annual update;

(2) Hold at least one public hearing to solicit recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP or annual update. The agenda for the public hearing shall be posted at least 72 hours before the public hearing, and the LCAP and annual update shall be made available for public inspection at each site operated by the Charter School;

(3) On or before July 1 of each year, hold a public hearing to adopt the LCAP.

(4) Submit the LCAP and annual update to the SDCSS by or before July 1 of each year, and post on the Charter School's website.

(iv) The Charter School shall comply with all accountability measures, including the LCAP evaluation rubrics as may be revised by SBE from time to time, as well as the following:

(1) SBE regulations including but not limited to all requirements "to increase and improve" services for targeted students.

(2) Address all California Priority Areas and required metrics.

(3) Comply with Education Code section 47607.3 and cooperate with SDCOE, the SDCSS, and the California Collaborative for Education Excellence if technical assistance is necessary.

(4) Charter School shall ensure that all LCFF funds are spent in accordance with the requirements of the law.

(v) The Charter School shall comply with any and all Common Core State Standards ("CCSS") requirements currently in effect, or which go into effect during the period of Charter School's operation.

(vi) The Charter School shall elect to receive funding from the State directly, pursuant to Education Code section 47651.

(vii) Grants written by and obtained by Charter School will come directly to Charter School and not go through the SDCOE.

(viii) The Charter School agrees to comply with all applicable laws and regulations related to receipt and expenditures of funds.

(ix) Charter School agrees that all revenue allocated to the Charter School by any federal, state, local agency by Charter School shall only be used to provide educational services and support for school age children enrolled in and attending the Charter School consistent with its Charter and shall not be used for purposes inconsistent with the approved Charter, this Agreement or any duly approved and authorized amendments to the Charter or this Agreement.

(1) Educational services and support do not include fee-based preschool services, after school programs, or childcare services.

(x) The Charter School agrees that any material change in the governance of the Charter School requires a material revision, approved by the County Board at a duly noticed meeting.

(xi) Should the Charter School, as an entity separate from Audeo Charter School, Inc., cease to exist (by revocation or nonrenewal of its charter or by voluntary closure), and upon a final audit and the payment of, or provision for payment of, all debts and liabilities of the Charter School, any public funds held by or for the Charter School and any assets of the Charter School purchased with public funds shall be distributed in accordance with the terms of the Charter.

(c) **Legal Relationship**

(i) The Parties recognize that the Charter School is a separate legal entity that operates under the supervisorial oversight of the SDCOE. The Charter School is operated as a non-profit public benefit corporation. The Charter School shall maintain its status in good standing and compliance with its Bylaws.

(ii) The Charter School shall be wholly and independently responsible for Charter School's operations and shall manage its operations efficiently and economically as described in the Charter and its annual budget. The SDCOE, SDCSS, and County Board shall not be liable for the debts or obligations of the Charter School, for claims arising from the debts or obligations of the Charter School or for claims arising from the performance of acts, errors, or omissions by the Charter School, and the Charter School agrees to indemnify County Board, SDCSS, and SDCOE, its employees, and agents against any such claims as set forth in the Charter and this Section. The Charter School will not in any case attempt to avoid a debt, liability or obligation or otherwise shift any debt, liability or obligation to SDCOE, SDCSS, and County Board, regardless of whether SDCOE, SDCSS, and County Board have performed the oversight responsibilities described in Education Code Sections 47604.32 and 47605(m).

(iii) It is agreed that it is the Parties' intent that the SDCOE shall not incur unreimbursed costs or expenses of any type whatsoever as a result of its relationship with the Charter School.

(iv) The Charter School shall not have the authority to enter into a contract that would bind the SDCOE, SDCSS, or County Board, nor to extend the credit of the SDCOE, SDCSS, or County Board to any third person or party. The Charter School shall clearly indicate to vendors and other entities and individuals outside the SDCOE, SDCSS, or County Board with which or with whom the Charter School enters into an agreement or contract, that the obligations of the Charter School under such agreement or contract are solely the responsibility of Charter School and are not the responsibility of the SDCOE, SDCSS, or County Board.

(v) The Charter School shall notify the SDCOE in writing before it incurs a debt or sells receivables in an amount greater than twenty-five thousand dollars ($25,000), setting forth the amount of debt, the lender, and the general terms of the agreement. Advance notice shall include the amount of the loan or sale of receivables, a description of the need for the loan or sale or receivables, the terms, the plan for repayment if a loan, and a cash flow schedule. It is agreed that all loans and sales of receivables sought by the Charter School shall be authorized in advance by the governing board of the Charter School and shall be the sole responsibility of the Charter School. Upon request, the Charter School shall provide information regarding any such loan to the requesting agency pursuant to Education Code section 47604.3.

(vi) It is further agreed that all loans distributed by the Charter School to any other entity, including Audeo Charter School, Inc., shall be authorized in advance by the governing board of the Charter School and shall be the sole responsibility of the Charter School. The Charter School shall notify SDCOE, in writing, no later than ten (10) days prior to providing loan funding to any other entity. Advance notice shall include the amount of the loan, a description of terms of the loan, and the plan for repayment, including a cash flow schedule. Upon request, the Charter School shall provide information regarding any such loan to the requesting agency pursuant to Education Code section 47604.3.

(vii) The Charter School shall, to the fullest extent permitted by law, indemnify, defend, and hold harmless the SDCOE, SDCSS, or County Board, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against SDCOE and/or County Board Personnel, that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, the Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by the Charter School, its Board of Directors, administrators, employees, agents, representatives, volunteers, successors and assigns. This indemnity and hold harmless provision shall exclude actions brought by third persons against the SDCOE, SDCSS, or County Board arising out of any intentional acts of the personnel of the SDCOE, SDCSS, or County Board or solely out of any acts or omissions of the personnel of the SDCOE, SDCSS, or County Board that are not otherwise related to or connected with the Charter School and/or its personnel. This indemnification clause shall survive termination of this Agreement.

(viii) The Charter School will comply with all applicable state and federal laws, including, without limitation, Education Code section 47604.1, the Ralph M. Brown Act (Gov. Code, § 54950 et seq.), the California Public Records Act (Gov. Code, § 6250 et seq.), and conflict of interest laws applicable to charter schools in California, including without limitation, the Political Reform Act (Gov. Code, § 87100) and Government Code section 1090 et seq.

(ix) The Charter School shall also comply with all applicable federal and state laws concerning the maintenance and disclosure of student records, including, without limitation, the Family Education Rights and Privacy Act of 1974 (20 U.S.C.A. §1232g), all applicable state and federal laws and regulations concerning the improvement of student achievement, including, without limitation, applicable provisions of the Elementary and Secondary Education Act of 1965 (20 U.S.C.A. § 6301, et seq.) and agrees to take appropriate remedial action if notified by the SDCOE, State of California, and/or Office of Civil Rights or other federal or state administrative agency charged with enforcement of these laws, of a violation of any of the foregoing.

(x) To the extent necessary to discharge its reasonable supervisorial oversight activities, the Charter School hereby designates the employees of the SDCOE as having a legitimate educational interest such that they are entitled upon request access to the Charter School's education records under the Federal Educational Rights and Privacy Act ("FERPA") and related state laws regarding student records. At a minimum, such records include emergency contact information, health and immunization data, attendance summaries, and academic performance data from all statewide student assessments pursuant to Education Code sections 60600, et seq. and 60851.

Any complaints or concerns (including complaints filed with OCR, CDE, EEOC, or FEHA) received by the SDCOE about any aspect of the operation of the Charter School or about the Charter School shall be forwarded by the SDCOE to the Charter School for the Charter School to attempt to resolve. The SDCOE may request that Charter School inform the SDCOE of how such concerns or complaints are being addressed, and the Charter School shall provide such information. The Charter School shall handle its own uniform complaints pursuant to a Uniform Complaint Procedure adopted in accordance with California Code of Regulations, Title 5, sections 4600 et seq. The SDCOE retains the authority to investigate any complaints received, in its sole discretion.

(xi)

(d) **Oversight Obligations.**

SDCOE oversight obligations include, but are not limited to, the following:

(i) Review and revision of this Agreement and any subsequent agreements to clarify and interpret the Charter, material revisions to the Charter, and the relationship between the Charter School and the County Board.

(ii) Monitoring performance and compliance with the Charter and with applicable laws, including, without limitation, by way of the following:

(1) Identifying at least one staff member as a contact person for the Charter School. The SDCSS identifies the Senior Director of Charter School Services as said representative;

(2) Visiting the Charter School at least once per year;

(3) Ensuring that the Charter School submits the reports and documents required in this Agreement; and

(4) Monitoring the fiscal condition of the Charter School.

(iii) **Site Visits**

(1) The SDCOE will conduct a site visit prior to the opening of a new school and at least one visit during the school year. The site visits will consist of the following:

a. Periodic Site Visits.

i. The SDCOE will conduct at least one site visit annually in order to assess the Charter School's progress in governance and organizational management, educational performance, fiscal operations, and fulfillment of the terms of the Charter. SDCOE shall

provide the Charter School at least 48-hour notice prior to the annual site visit.

ii. The site visits may include review of the facility, review of records maintained by the Charter School, interviews with the director of the Charter School and staff, and observation of instruction in the classroom, including voluntary and non-disruptive student and parent discussion. The evaluations for each year will be considered in any renewal decision made at the end of the term of the charter. Any deficiencies will be reviewed with the Charter School administration. Charter School shall rectify any deficiencies identified, to the satisfaction of SDCOE.

iii. In addition to annual site visits, the SDCOE may also make unannounced visits to the Charter School.

(iv) **Responding to Inquiries/Requests for Information:**

(1) The Charter School agrees to promptly respond to all reasonable inquiries of the SDCOE, including, but not limited to, inquiries regarding its financial records. The SDCOE will be reasonable in its request for information, including both timing and substance.

(2) For purposes of oversight by the County Board, the SDCOE may require the Charter School to provide information and explanation of that information. The Charter School shall provide all information and documentation in the form and at the times specified by the SDCOE.

(v) **STRS/PERS:**

(1) The SDCOE may, upon request, process Charter School STRS and PERS in accordance with Education Code section 47611.3 on behalf of the Charter School. To do so, the Charter School will contact SDCOE and enter into a separate agreement specifying the service and cost.

(2) Data required to be submitted pursuant to this Section shall be submitted in electronic form if requested by the County Board, to extent it is available in electronic form.

(vi) **Reserves:**

The Charter School shall comply with Generally Accepted Accounting Principles (GAAP) applicable to public school finance and fiscal management. The Charter School shall maintain a minimum reserve for economic uncertainties (designated fund balance) in accordance with the following:

Size of Charter School	Amount of Reserve for Economic Uncertainty
ADA 0 to 300	The greater of 5% of total expenditures or $69,000
ADA 301 to 1,000	The greater of 4% of total expenditures or $69,000
ADA 1,001 to 30,000	3% of total expenditures
ADA 30,001 to 400,000	2% of total expenditures
ADA 400,001 and over	1% of total expenditures

(vii) **Insurance and Risk Management:**

(1) The Charter School will obtain its own insurance coverage to cover the operations of the Charter School and shall supply the SDCOE certificates of insurance, with proof of insurance of at least the types and amounts recommended by the SDCOE's insurer based upon the standard coverage for a school of similar size and location, as initially outlined below, which may change annually based on, among other factors, size and location of the Charter School subject to SDCOE agreement to such change. The Charter School agrees to name SDCOE as an additional insured on all certificates of insurance.

a. Comprehensive or commercial general liability insurance with limits not less than Five Million Dollars ($5,000,000) each occurrence combined single limit for bodily injury and property damage and with tail coverage for a period of 10 years after termination of the Charter School's charter.

b. Comprehensive or Business Automobile Liability Insurance with limits not less than One Million Dollars ($1,000,000) each occurrence Combined Single Limit for Bodily Injury and Property Damage including coverage for Owned, Non-owned and Hired Vehicles, as applicable.

c. Workers' Compensation, at statutory limits, with Employer's Liability limits (including employment practices coverage) not less than One Million Dollars ($1,000,000) each occurrence.

d. Professional Liability (Errors and Omissions) Insurance (including employment practices coverage) with limits not less than Five Million Dollars ($5,000,000) each occurrence.

e. Property Insurance insuring real and personal property of the named insured with a blanket limit applying to all property of owned, rented, leased, or borrowed by the Charter School.

f. Commercial Crime / Faithful Performance / 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 and/or other assets. Minimum amount of coverage shall be One Million Dollars ($1,000,000) per occurrence, with no self-insured retention. The bond/policy deductible shall not exceed Five Thousand Dollars ($5,000).

g. Cyber Coverage for both electronic and non-electronic data breach of One Million Dollars ($1,000,000) per occurrence with an aggregate limit of not less than Two Million Dollars ($2,000,000).

h. If any policies are written on a claims-made form, the Charter School agrees to maintain such insurance continuously in force for ten (10) years following termination or revocation of the Charter or extend the period for reporting claims for ten (10) years following the termination or revocation of the Charter to the effect that occurrences which take place during this time, but are reported later, shall be insured.

i. The Charter School shall be responsible, at its sole expense, for separately insuring its personal property.

j. The Charter School shall add the SDCOE, SDCSS, and County Board, and its officers, officials, employees, agents, and volunteers, as named additional insured on all of its insurance policies.

k. The Charter School must have adopted a resolution with administrative rules and regulations in regard to risk management and safety.

l. The Charter School must adhere to established claim reporting guidelines, especially as they relate to timeliness and completeness of reporting, and providing assistance requested by or its representative in the investigation and defense of a claim.

m. The Charter School must follow established guidelines in regard to obtaining appropriate certificates of insurance, additional insured endorsements and hold harmless and indemnification agreements.

n. The Charter School waives all rights against SDCOE, SDCSS, and the County Board, and their agents, officers, directors and employees for recovery of damages to the extent these damages are covered by Commercial General Liability, Commercial Umbrella Liability, Business Auto Liability or Workers' Compensation and Employers Liability insurance maintained per requirements stated above.

o. The Charter School shall establish and institute risk management policies and practices to address reasonably foreseeable occurrences. Copies of all policies of insurance and memoranda of coverage shall be provided by the Charter School to the SDCOE upon request. If the Charter School makes changes to its insurance policies, it must notify the SDCOE within ten (10) days of doing so.

p. Should insurance expire or lapse for any reason, the Charter School shall not operate unless and until full coverage as set forth herein is reinstated.

q. The County Board reserves the right to require complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Agreement at any time.

r. The charter school agrees to indemnify and hold harmless the SDCOE and its agents, employees, assigns against any and all claims, losses, damages, monetary awards and expenses, including all costs and attorneys' fees, incurred in connection with any and all claims of negligence, or willful misconduct on the part of the Charter School, its employees and agents and volunteers, brought by any entity or person for any injury, death, illness, disease, or damage to property, arising from or connected with the operation of Charter School included but not limited to the delivery of special education services.

(viii) **Governance**

(1) Posting of Information.

At all times it is operational, the Charter School will have the following information posted on its website and will update the posting within thirty (30) days, whenever the information changes:

a. Articles of Incorporation and Bylaws for Audeo Charter School, Inc.

b. Roster and biographies of current governing board members of Audeo Charter School, Inc.

c. The annual calendar of governing board meetings, including a description of how parents and community members will be notified of the meetings.

d. The audio recording, video recording, or both of all governing board meetings, if Audeo Charter School, Inc., manages two or more charter schools that are not located in the same county, in accordance with Education Code Section 47604.1(c)(4).

(2) Governing Board Composition

a. The Governing Board members of Audeo Charter School, Inc. shall not have a financial interest in Charter School transactions as defined by Government Code Section 1090 et. seq.

b. The Governing Board of Audeo Charter School, Inc. shall reserve and make best efforts to always fill a parent member seat on the Board. If the seat remains vacant for a period over sixty (60) days after the first day of school, Audeo II Charter School must provide correspondence to the SDCOE of its outreach efforts to secure a parent board member. The board member must be a current parent at the time appointed or elected and may not be appointed or elected for subsequent terms after their child is no longer a student at the charter school.

c. The Charter School shall immediately provide notice to SDCOE of any change in the composition of board members and officers.

d. The Charter School must comply with this section in order to open under the authorization of the SDCOE.

(3) Governing Board Meetings

a. The Audeo Charter School, Inc.'s governing board shall conduct public meetings at such intervals, and not less than once per quarter, as necessary to ensure that they are providing sufficient direction to the Charter School through implementation of effective policies and procedures.

b. The Audeo Charter School, Inc.'s governing board meeting(s) will be conducted at a location within San Diego County and in accordance with Education Code Section 47604.1.

c. All governing board meetings of Audeo Charter School, Inc. will be conducted in compliance with the requirements of Education Code section 47604.1 and the Ralph M. Brown Act (Govt. Code §§ 54950 – 54963).

d. The Charter School shall post all meeting agendas, agenda attachments and minutes regarding Audeo Charter School, Inc. on the Audeo II Charter School website. A direct link for a current Audeo Charter School, Inc. governing board meeting agenda shall be placed on the Audeo II Charter School website's homepage at the time they are required to be distributed to the public pursuant to the Brown Act. The current agenda shall be retrievable, downloadable, indexable, and electronically searchable, and shall comply with the electronic format requirements of Education Code section 54954.2(a)(2).

e. Copies of meeting minutes of Audeo Charter School, Inc. shall be posted on Audeo II Charter School's website within thirty (30) days after their approval by the governing board.

f. A two-way teleconference location shall be established at each school site, and, if applicable, each resource center.

g. Copies of all approved governing board meeting minutes will be maintained by the Charter School and shall be provided to the SDCOE within 30 days of approval of the governing board.

h. To the extent Audeo Charter School, Inc. elects to have and is approved to have a Sole Statutory Member, whenever a decision by the Sole Statutory Member impacts Audeo II Charter School, Audeo II Charter School must post an agenda and minutes of its Sole Statutory Member at its facility and on its website.

(4) <u>Brown Act Training.</u>

a. The Charter School will provide annual Brown Act training to its governing board members and administrators.

(5) <u>Governing Board Policies:</u>

The Charter School's governing board will adopt policies and procedures to guide the operation of the Charter School. The policies and procedures will include, but not be limited to, the following:

a. *Conflicts of Interest.*

i. The Charter School and its employees shall adhere to its conflicts of interest code which shall include provisions indicating the Charter School will adhere to the Political Reform Act and Government Code section 1090. The Charter School will train board members and impacted Charter School employees regarding its conflict of interest policy. Upon request, the Charter School will provide verification that all board members and

impacted Charter School employees have participated in conflict of interest training.

b. *Internal Fiscal Controls.*

i. The Charter School will develop and maintain internal fiscal control policies governing all financial activities. Prior to opening (or as policies are revised), a copy of the Charter School's internal control policies and procedures approved by the Charter School's governing board will be submitted to the SDCOE. Such policies and procedures are subject to review during site visits to see that they are being implemented.

ii. Such policies will include, but not be limited to the following:

1) Expenditures shall be made in accordance with amounts specified in the annual budget or budgetary revisions adopted by the Charter School's governing board;

2) The Charter School's funds shall be managed and held in a manner that provides a high degree of protection of the Charter School's assets; and

3) All transactions shall be recorded and documented in an appropriate manner that allows reporting to CDE and SDCOE.

c. *Campus Supervision.*

i. Policies must include, but not be limited to, the supervision of students before and after school, and while on campus, student pick-up, as well as a procedure for visitors to enter and leave the campus, where applicable.

d. *Discipline Policies.*

i. Policies must include, but not be limited to, lists of the offenses for which students may (and must) be suspended or expelled, and the procedures for suspension or expulsion for disciplinary reasons or involuntary removal for any reason, including an explanation of how the Charter School with comply with federal and state constitutional procedural and substantive due process requirements that is consistent with the requirements of Education Code section 47605.

ii. The procedures shall include the way in which a student will be provided schoolwork, if requested, for a suspension of two (2) or more school days, and the following statements:

1) Upon the request of a parent, a legal guardian or other person holding the right to make an education decision for the pupil, or the affected pupil, a teacher shall provide to a pupil in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more schooldays, the homework that the pupil would otherwise have been assigned.

2) If a homework assignment that is requested and turned into the teacher by the pupil either upon the pupil'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 pupil's overall grade in the class.

e. Admissions.

i. Policies and procedures regarding admission, lottery enrollment, non-discrimination, and admission preferences in accordance with the Charter Schools Act.

f. *Parent/Student Handbook.*

i. Handbook must include, at a minimum, detailed expectations for student attendance, behavior, and discipline, as well as policies and consequences for bullying and harassment, due process rights related to discipline (including suspension, expulsion, and special education), and a description of both informal and formal complaint procedures that parents may pursue in the event of disagreements. In addition to posting this document on the school's website, the Charter School will provide a hardcopy of the parent/student handbook to each family at the beginning of each school year and if applicable, comply with all legally required annual notifications.

g. *Health and Safety Plan.*

i. At all times it is operational, the Charter School will have the following information posted on the Charter School

website and will update the posting as quickly as possible whenever the information changes:

1) A copy of the health, safety, and emergency plan for students and employees.

2) A statement informing the public that staff has been trained in health, safety, and emergency procedures.

ii. The health and safety plan will be consistent with the requirements of Education Code section 32282, and will address at a minimum, an assessment of the current status of school crime committed on school campuses and at school-related functions; child abuse reporting procedures; disaster and emergency procedures, including fire emergencies, earthquakes and other natural disasters, civil disorder, accidents, injuries, and other threats to the health and safety of students and staff; procedures to notify teachers of dangerous pupils; policies for pupils who committed an act listed in Education Code of section 48915(c) and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendation; a discrimination and harassment policy; and provisions of any schoolwide dress code that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. The Charter School will provide training for staff in responding to emergencies and conduct emergency response drills for its students.

iii. The health and safety plan will be reviewed and updated by March 1 of each school year. A copy of the health and safety plan will be forwarded to the SDCOE on or before March 1 of each school year, and within ten (10) business days of receipt of a written request from SDCOE.

iv. The procedures regarding pupil and staff safety and health shall require that each employee of the Charter School furnish the Charter School with a criminal record summary as described in Education Code section 44237.

h. Future Laws.

The Charter School will comply with all future federal, state, and local laws and regulations that apply to charter schools and update their policies accordingly.

(6) Closure Procedures.

a. If the Charter School ceases operating for any reason, closure procedures must be conducted in a manner compliant with requirements contained in California Code of Regulations, Title 5, section 11962, and at a minimum, must include the following:

i. Identification of a responsible person(s) – e.g. Director, Financial Officer, President of the Charter School governing board to oversee and conduct the closure process. This provision shall include a process to ensure that it is updated no less than annually or when any change is made.

ii. Notification of students and families, SDCOE, the SELPA of which the Charter School is a member, the retirement systems in which Charter School employees participate, and the California Department of Education of school closure. The notice must include:

1) The effective date of the closure,

2) The name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure,

3) The pupils' school districts of residence, and

4) The manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

iii. Provision of a list of pupils in each grade level and the classes they have completed, together with information on the pupils' district of residence, to the responsible person overseeing and conducting the closure.

iv. Security of student and business records, including:

1) Transfer and maintenance of all pupil records, all state assessment results, and any special education records to the SDCOE, and

2) Transfer and maintenance of personnel records in accordance with applicable law.

v. Processing of final employee payroll and benefits.

vi. Identification of all assets and liabilities and plan for transfer/disposal as detailed in the Charter, this Agreement, and in accordance with law and funding or gift restrictions, including but not limited to:

1) The 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 entitlements grants and the filing of any required final expenditure reports and final performance reports, and

2) The return of any donated materials and property in accordance with the conditions established when the donation of such materials or property was accepted.

vii. Completion and filing of any annual reports required pursuant to Education Code section 47604.33

viii. Completion of a final independent close-out audit within six (6) months after the closure of the Charter School, to be paid for by the Charter School, that includes the following:

1) An accounting of all financial assets, including cash and accounts receivable, and an inventory or property, equipment, and other items of material value,

2) An accounting of the liabilities, including accounts payable and any reduction of apportionments as a result of audit findings and other investigations, loans, and unpaid staff compensation, and

3) An assessment of the disposition of any restricted funds received by or due to the Charter School.

ix. Identification of a source of funding to be used for closeout expenses, including the final audit.

x. Dissolution of the Charter School and/or nonprofit corporation.

b. If the Charter School is to close permanently for any reason (i.e., voluntary surrender, non-renewal, or revocation), the Charter School will serve written notice that the closure procedures have been invoked.

(7) Administration

a. **Enrollment and Admissions Documentation.**

i. At all times it is operational, the Charter School will have the following information posted on the Charter School website and will update the posting as quickly as possible whenever the information changes:

1) Procedures for application, the public random drawing, enrollment, and admission

2) A copy of any application and enrollment forms and information provided to prospective families

3) The notice developed by CDE regarding legal requirements of enrollment and disenrollment ("CDE Enrollment Notice").

ii. The CDE Enrollment Notice shall also be provided upon the following, in accordance with the Charter School Act:

1) When a parent, guardian, or pupil inquires about enrollment,

2) Before conducting an enrollment lottery, and before disenrollment of a pupil.

b. **Business Services Contracts.**

i. The Charter School must provide the SDCOE a copy of its agreement, with any vendor that will provide business services to the Charter School, including but not limited to, payroll, accounting and budgeting, attendance accounting, fiscal reporting, contracts management, and purchasing, specifying the exact services that will be provided, the cost, and the term of the contract.

ii. The charter school must provide the SDCOE a copy of its agreements with any vendor that either individually or collectively exceed $50,000.

(8) Facilities:

a. **Facilities Agreement.**

i. The Charter School is responsible to secure its own facilities, including any additional agreements necessary to secure it. In order to operate under the SDCOE authorization, the Charter School must demonstrate by no later than sixty (60) days, or with a waiver, thirty (30) days, prior to the start of each school year that it has possession and use of facility capable of housing its education program as described in the Charter. The Charter School will notify SDCOE as soon as possible if an extension/waiver is needed. SDCOE shall have the discretion to deny the request but shall not unreasonably withhold granting the Charter School's waiver request. The Charter School must provide the SDCOE with documentary evidence of its legal right to use its site and any ancillary facilities identified by the Charter School for at least the first year of the Charter School's operation, including the lease agreement if applicable, and evidence that the facility will be adequate for the Charter School's needs.

ii. The Charter School shall not change facilities without a material revision to the Charter, unless necessitated by emergency circumstances. The Charter School must demonstrate that the new facilities are capable of housing its educational program and will be adequate for the Charter School's needs and must provide a copy of the proposed lease agreement, if applicable.

iii. In the event of emergency circumstances necessitating a temporary change of facilities, the Charter School shall notify the SDCOE of the emergency circumstances, in writing, within three (3) days, along with the address of the temporary location and anticipated duration of stay.

iv. The Charter School shall not establish additional sites or facilities without a material revision to the Charter.

b. **Zoning and Occupancy.**

i. The Charter School shall maintain documentation on file or know where to access all local approvals including applicable fire marshal clearances, certificates of occupancy, signed building permit inspections and approved zoning variances. The Charter School shall make such documents available to the SDCOE if requested, to the extent the Charter School has access to

such documents. The Charter School may not exempt itself from applicable/local zoning or building code ordinances.

c. **Facility Safety.**

i. Charter School shall comply with Education Code section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code as enforced by the local planning jurisdiction. The facilities shall meet the requirements of the Americans with Disabilities Act and shall be approved by the local fire marshal for the use intended. The Charter School agrees to ensure sprinkler systems, fire extinguishers, and fire alarms are tested annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills monthly and shall maintain records of such drills.

(9) Transportation

a. All responsibility for transportation services, if offered, will be provided by the Charter School, including transportation for field trips. If parents will transport students, all parents must comply with the criminal background check provisions and Tuberculosis clearance as provided in Education Code sections 45125.1 and 49406.

(10) Nutritional Services

a. Absent a separate written agreement to the contrary, the Charter School will be responsible for providing its own food services. The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day in accordance with Education Code Section 47613.5.

(11) Student Data

a. The Charter School shall submit student enrollment projections of the preceding school year to the SDCOE by June 1 of each year. These projections should be consistent with the Charter School's budget for the following year.

b. The Charter School shall maintain contemporaneous written records of enrollment and ADA and make these records available to the SDCOE for inspection and audit upon request. The Charter

School shall provide copies of the P-1, P-2, and annual state attendance reports to the SDCOE prior to each report's deadline submission date. Copies of amended state attendance reports, if any, shall be provided to the SDCOE within three (3) weeks of discovery of the need for making such an amendment. The Charter School shall be responsible for reporting all necessary information for the California Basic Education Data System ("CBEDS") to the CDE. Such reports must be generated using the Attendance Reporting software as applicable to charter schools.

c. The Charter School's student discipline policies shall be provided to the SDCOE annually, by August 15 of each year, and as updated.

d. The Charter School shall provide written notice to the SDCOE of each San Diego County resident student that leaves the Charter School at any time without completing the school year, including when the student has ceased attending the Charter School for disciplinary reasons and any other involuntary disenrollment for any reason. The Charter School may not otherwise involuntarily disenroll a student. This section will report all students, including special education students.

e. Regarding San Diego County students leaving the Charter School, the Charter School shall inform the SDCOE, the student's last known school district of residence and the SELPA in writing as soon as practicable, but in no event later than thirty (30) days (as set forth in Ed. Code section 47605(d)(3)) of the date any student ceases to attend the Charter School for any reason during the school year, along with the date the student was disenrolled by the Charter School, and the reason for disenrollment if known. No student may be involuntarily dis-enrolled or dismissed from the Charter School without compliance with the Charter School Suspension/Expulsion policy.

(12) <u>Personnel Data/Credential Data</u>

a. Staffing data, including a list of all teachers, along with associated credentials, permits, and clearances, shall be provided to the SDCOE on a semi-annual basis, on October 1 and March 1 of each school year. Teacher credentials, clearances, and permits shall be maintained on file at the Charter School and shall be subject to periodic inspection by the SDCOE if needed.

b. All teachers shall be appropriately credentialed for their teaching assignment. Teachers who are not appropriately credentialed, and who taught at a California charter school during the 2019-20

school year, have until June 30, 2025 to secure the appropriate credential.

c. All teachers shall have a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341 beginning July 1, 2020.

d. All employees of the Charter School, volunteers (including parents) who will be performing services that are not under the direct supervision of a Charter School employee, and onsite vendors having unsupervised contact with students, such as vendors performing school and classroom janitorial services, school site administrative services, school site grounds and landscape maintenance, pupil transportation, and school site food-related services, will submit to background checks and fingerprinting in accordance with Education Code sections 45125 and 45125.1. The Charter School will maintain on file, and available for inspection, evidence that clear criminal records summaries based on criminal background checks were conducted and received for all employees prior to employment and volunteers prior to assignment, and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. The Charter School shall be responsible for ensuring compliance with all applicable fingerprinting and criminal background investigation requirements. No individual may begin employment or be in contact with students that has not received full clearance.

e. All employees of the Charter School and volunteers (including parents) shall submit to a tuberculosis risk assessment prior to employment or assignment in accordance with Education Code section 49406.

f. The Charter School shall report employment status changes for credentialed employees based on allegations of misconduct to the Commission on Teacher Credentialing ("CTC") within thirty (30) days pursuant to Education Code sections 44030.5. The SDCSS shall be provided a copy of such report concurrently with its submittal to CTC.

g. All staff working at the Charter School are employees or contractors of the Charter School. The Charter School shall have sole responsibility for employment, management, salary, benefits, dismissal, and discipline of its employees. The Charter School is the public-school employer of all Charter School employees pursuant to the Educational Employment Relations Act. The Charter School agrees to comply with applicable federal

statutory and regulatory requirements for qualified teachers and paraprofessionals used for instructional support as set forth in federal and state law.

h. If any Charter School staff are employees of a related corporation, as defined under the IRS Code, such employment relationship should be disclosed to the Charter School Governing Board at a public open session, and the Charter School must provide notice to the SDCOE of the employees and their positions.

i. The Charter School shall provide, **at the request of the SDCOE, SDCSS, or County Board**, a copy of the Charter School's Employee Handbook (e.g. personnel and payroll policies) within a reasonable time. If the Charter School makes any changes to the Employee Handbook or other personnel policies, it will provide a copy to the SDCOE. The employee handbook must detail expectations for employee performance and behavior, due process rights of employees related to disciplinary actions (including termination), compensation and benefit information, and a description of both informal and formal complaint procedures that employees may pursue in the event of disagreements.

(13) <u>Financial Reporting</u>

a. **<u>Budget</u>**

i. The Charter School shall submit the following financial reports to SDCOE in accordance with Education Code section 47604.33 using state approved SACS reporting forms:

1) A preliminary budget on or before July 1 of each year.

2) An LCAP and annual update on or before July 1 of each year.

3) A first interim report on or before December 15 of each year.

4) A second interim report on or before March 15 of each year.

5) Unaudited Actuals report for the prior fiscal year, on or before September 15 of each year.

ii. The preliminary budget and each of the reports mentioned in 13(a)(i) will contain the following financial documents:

1) All key budget variables and assumptions, including revenue, expenditure, debt, beginning and ending balance variables shall be defined. Certificated and classified employee salary data, and health benefit plans and policies will be made available upon request.

2) Local Control Funding Formula (LCFF) Calculator used for the reporting period.

3) Multiyear Financial Projections including the current fiscal year and two (2) subsequent fiscal years.

4) Cash Flow projections for all twelve (12) months of the current or proposed fiscal year.

5) Copies of budget revisions shall be provided to the SDCOE within two (2) weeks of revision, upon approval by the Charter School's Board of Directors.

iii. To the extent that it appears the Charter School builds or sustains reserves in excess of 30% of total expenditures, the Charter School shall provide detailed reporting of how it built such reserves while providing the educational program promised in the Charter, and its intended use, if requested by the SDCOE.

iv. A copy of any revisions to Charter School budget guidelines, policies, and internal controls shall be provided to the SDCOE within four (4) weeks of adoption of revisions.

v. The Charter School shall provide a copy of the budget guidelines, policies, and internal controls at the request of the authorizer.

vi. The Charter School shall provide budget data required by this Section for its sole statutory member and all related contracting corporations as defined by the IRS Code.

b. **Cash Flow Data / Long Term Debt:**

i. The Charter School shall notify SDCOE in writing, within fifteen (15) days of requesting additional funds, anytime the Charter School has to borrow money from any source to meet cash flow obligations or long-term debt obligations. This includes any time the Charter School sells it receivables.

ii. Financing documents shall be made available for SDCOE review.

c. **Financial Data:**

i. Bank account reconciliations for the Charter School will be the responsibility of the Charter School.

d. **Financial Audit:**

i. The Charter School's governing board will annually appoint an external fiscal auditor, subject to the approval of SCDOE. Said external fiscal auditor must be listed on the State Controller's Office website as approved to conduct such audits. The audit shall include, but not be limited to:

1) An audit of the accuracy of the Charter School's financial statements;

2) An audit of the Charter School's attendance accounting and revenue claims practices; and

3) An audit of the Charter School's internal control practices.

ii. The Charter School shall provide a copy of the Charter School's Audited Financial Report to the SDCOE, the SDCSS, the State Controller, and the CDE by December 15 of each year.

iii. The Charter School's Executive Director will review any audit exceptions or deficiencies and report to the Charter School's Board with recommendations on how to resolve them.

iv. The Charter School's Representative will submit a report to the SDCSS describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the SDCSS along with an anticipated timeline for the same.

v. Any disputes regarding the resolution of audit exceptions and deficiencies will be resolved through the process described in the Charter.

vi. The Charter School shall, upon request by the SDCOE, present a report to the County Board on its fiscal solvency. This presentation shall be made at an agendized meeting of the County Board and the report shall include review of the Charter School's ADA, revenue, expenditures, debt, audit findings, and compliance with revenue-based programs and grants such as the National School Lunch Program and the Public Charter Schools Grant Program.

(14) Programmatic Reporting:

a. Instructional Materials

i. A list of core instructional materials by grade and content will be maintained by the Charter School and shall be made available to the SDCOE within ten (10) business days of receipt of a written request from the SDCOE.

b. Calendar:

i. The Charter School's calendar shall be submitted annually to the SDCOE for review and verification of compliance with instructional day and minutes requirements. Any calendar changes will be provided to the SDCOE by May 1 prior to the beginning of a new school year.

c. Other:

i. The Charter School shall provide such other documents, data and reports as may be reasonably requested or required by the SDCOE.

(ix) **Fees for Oversight and Other Services:**

(1) The Parties agree that the SDCOE will incur costs in connection with its performance of supervisory oversight of the Charter School as required by law, and that it is not in the best interests of either Party to require a mechanical assessment, accounting, and billing process to compensate the SDCOE for such costs.

(2) The Parties agree that the actual cost of the SDCOE's supervisory oversight of the Charter School is one percent (1%) of all "Charter School revenue." The Charter School shall pay the County Board one percent

(1%) of its revenue to cover the actual cost of oversight. "Charter School revenue" means the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code section 47613, or as modified by the Legislature. "Cost of supervisorial oversight" includes, but is not limited to, costs incurred pursuant to Education Code section 47607.3.

(3) The Charter School shall pay for separately purchased administrative or other services as defined within this MOU or as agreed upon separately.

(4) The Charter School has the obligation to provide all administrative services necessary to operate the Charter School. The Charter School may provide these services directly or may contract with a third party to provide services, including the SDCOE. If the Charter School purchases administrative services from a third party other than the SDCOE it shall ensure that the SDCOE is able to access the Charter School's documents held by the third-party service provider.

(5) Should the Charter School desire to purchase additional administrative or business services not included in this MOU from the SDCOE, the Charter School shall request administrative services in writing. If the Charter School requests administrative services from the SDCOE in writing, the Parties shall execute an administrative services contract delineating their agreement. Any such contract is incorporated by reference herein and shall govern the Parties' entire relationship with respect to the SDCOE's provision of administrative services.

(6) If SDCOE applies for additional sources of funding in the form of grants and/or categorical funding at the request of and for the benefit of the Charter School, SDCOE will receive one percent (1%) of such funds at the time they are paid to the Charter School. Such funds shall not be considered revenue for purposes of the SDCOE's oversight fee.

(e) **Special Education and Related Services**

(i) **Legal Relationship**

The following provisions govern the application of special education to students of the Charter School:

(1) It is the intent of the Parties that the Charter School shall be its own local educational agency ("LEA"), pursuant to California Education Code section 47641, subdivision (a). The Charter School has obtained membership as an independent LEA in the El Dorado SELPA ("SELPA"). The Charter School has provided the District with verifiable written assurances that they have been accepted to participate as an LEA in the SELPA.

(2) The Charter School will serve as its own LEA for the purposes of special education, and as such, the Charter School is solely responsible, at its own expense, for ensuring that all children with disabilities enrolled in the Charter School receive special education and designated instruction and services in conformity with their individualized education programs and in compliance with the IDEA (20 U.S.C. § 1400 et seq.), its implementing regulations and all applicable state and federal law. (34 C.F.R. § 300.209(c); Ed. Code, § 47646(a).)

(ii) **Section 504 and ADA**

The Charter School shall comply with Section 504 of the Rehabilitation Act of 1973 ("Section 504") and the Americans with Disabilities Act ("ADA"). The Charter School understands that it is solely responsible for its compliance with Section 504 and the ADA, at its own expense and that these are not special education services for which special education funds may be used.

(iii) **IDEA:**

The Charter School shall ensure that no student is denied enrollment on the basis of special education status or disability. The Charter School shall be solely and independently responsible for compliance with the Individuals with Disabilities in Education Act ("IDEA") and state special education laws, in regard to the determination, provision and financing of special education placement and services for all students seeking to and/or enrolled at the Charter School. The SDCOE solely operates as the chartering authority pursuant to the California Charter Schools Act.

(iv) **Program, Policies and Procedures:**

The Charter School must develop, adopt, and comply with policies and procedures regarding the identification, assessment, individualized education program ("IEP") development, placement and provision of services to students with disabilities. The Charter School's program, policies and procedures must in any case comply with SELPA policies and procedures and all applicable state and federal laws.

(v) **FAPE:**

Charter School shall ensure that a free appropriate public education ("FAPE") is provided to all children with disabilities eligible for special education under the IDEA and enrolled or seeking to enroll in the Charter School, in accordance with state and federal legal mandates. The Charter School will ensure that an IEP is developed and implemented for each student enrolled in or seeking to enroll in the Charter School and eligible therefore, in accordance with state and federal legal mandates, and SELPA policies. The Charter School must make a full continuum of special education programs and related services available, and provide those programs and services to students eligible for such who are seeking to enroll or enrolled in the Charter School, as required by state and federal law

and students' respective IEP. The Charter School must make such services and placements available regardless of the type of instructional program or service delivery ordinarily or otherwise offered by the Charter School.

(vi) **Expertise and Responsibility of Charter School:**

The Charter School is responsible for the management of its special education budgets, personnel, programs and services. Charter School shall employ highly qualified, credentialed employees or contract with highly qualified third-party providers to provide all necessary and appropriate special education placement and services to its students. Those individuals shall understand, accept responsibility, and provide services for:

(1) Child Find;
(2) Interim Programs;
(3) Referral;
(4) Assessment;
(5) Placement
(6) Special Education Instruction;
(7) Related Services;
(8) Due process;
(9) Discipline/manifestation determination;
(10) Transportation.

(vii) **Contract for Services:**

The Charter School may contract with the SDCOE to provide any of these services, on a fee for service basis, pursuant to the fee schedule governing the assigned SELPA.

(viii) **Child Find ("Search and Serve" Notices):**

The Charter School must include a notice at the beginning of the year and at the semester in a publication to parents of Charter School students notifying them of the responsibility to "search and serve" students who need or are believed to need special education services.

(ix) **Pre-Referral Interventions:**

The Charter School must implement a process (e.g. a "Student Study Team") to monitor and guide referrals of general education students for special education evaluation and services, such that general education interventions, where appropriate, are utilized and exhausted before the Charter School refers the student for a special education evaluation. The Charter School understands that this process and any other interventions employed prior to a referral for special education evaluation are not a special education service.

(x) **Identification and Referral:**

The Charter School shall have responsibility to identify and refer students who have an actual or suspected disability to receive assessment for special education eligibility under the IDEA. The Charter School will maintain and implement policies and procedures to ensure identification and referral of students who have, or may have, such exceptional needs. These policies and procedures will be in accordance with federal law, California law, and SELPA policy. The Charter School shall be solely responsible for obtaining the cumulative files, prior and/or current IEPs and other special education information from the student's prior LEA. The Charter School acknowledges that under the IDEA, a child shall not be determined to be a child with a disability eligible for special education if the determinant factor for such determination is: (a) lack of appropriate instruction in reading, including in the essential components of reading instruction as referenced in the IDEA; (b) lack of instruction in math; or (c) limited English proficiency. (20 U.S.C. § 1414, subd. (b)(5)(A-C).)

(xi) **Assessments:**

The Charter School will conduct any and all necessary assessments to determine eligibility for special education programs and related services of students suspected of having qualifying disabilities and may seek assistance from SDCOE on a fee for service basis. If the Charter School concludes that there are suspected disabilities that warrant assessment, the school must develop an assessment plan, using SELPA forms, for each student with suspected disabilities within the fifteen (15) day timeline. The assessment plan will describe the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility and (if eligible) specify special education instruction and services. All decisions regarding eligibility, goals, program, placement, and exit from special education must be done through the IEP process according to federal and state timelines.

(xii) **Individualized Education Program (IEP):**

The Charter School shall be responsible for scheduling IEP meetings and having a designated Charter School administrator, Charter School general education teacher(s), any special education providers who is/are knowledgeable about the student's education program and parent(s) in attendance at all IEP meetings. Decisions regarding identification, determination or change in eligibility, areas of needs, goals/objectives, services, program, placement and exit from special education shall be made by the IEP team.

(xiii) **Forms, Reports and Records:**

The Charter School will maintain copies of assessments, IEP materials, and other special education records and reports for SDCOE review upon SDCOE's request pursuant to its general oversight obligations.

(xiv) **Implementation and Progress Reporting:**

The Charter School shall ensure that each Charter School student's IEP, and all services, accommodations, modifications, supports for instruction, goals and objectives, behavioral supports, data collection and progress reporting called for therein, are fully implemented, including by all Charter School staff who work with the student. The Charter School will ensure that the teachers and other persons who provide services to a student with disabilities are knowledgeable of the content of the student's IEP and implementing that IEP appropriately. The Charter School is responsible for monitoring and reporting progress towards IEP goals for the student with special needs at least in the same interval as progress is reported to general education students.

(xv) **Interim Placements for Students Transferring into the Charter School:**

For students transferring to the Charter School with IEPs, the Charter School shall provide the special education instruction and related services required and consistent with their IEPs upon enrollment. The Charter School acknowledges that it is obligated to implement the IEP the student transfers in with regardless of whether the level and types of services called for in that IEP are currently available or otherwise being provided at the Charter School. IEP team meetings for such students to develop an ongoing IEP will be held within thirty (30) days of the student's enrollment, in accordance with state and federal law.

(xvi) **Revocation of Consent:**

The Charter School will ensure that it receives a written revocation of consent from an eligible Charter School student's parent or guardian if, at any time subsequent to the initial provision of special education and related services to the student, the parent or guardian of that student wishes to withdraw that student from special education. Such revocation of consent for the continued provision of special education and related services must be in writing. Should a parent or guardian revoke consent to special education and related services in writing, the Charter School understands that the Charter School may not continue to provide special education and related services to the child after providing prior written notice to the parent in accordance with section 300.503 of the Title 34 of the Code of Federal Regulations.

(xvii) **Policies and Procedures:**

The Charter School shall obtain all SELPA policies, procedures and forms regarding special education. At least annually, the Charter School shall be responsible for reviewing the policies, procedures, and forms with all Charter School staff at a staff meeting, including explanation of any updates or revisions thereto. The Charter School shall be solely responsible for preparation of materials, for

conducting their staff review annually, and ensuring Charter School staff understands special education policies, procedures and forms.

(xviii) **Student Withdrawal from Charter School:**

As soon as practicable but within one (1) school day of any special education student's expulsion, withdrawal, or disenrollment from the Charter School for any reason during the school year, the Charter School shall notify the district of residence and the SDCOE's Director of Special Education of the student's name, date of expulsion, withdrawal or disenrollment, the reason for such separation, and the student's next school/LEA of attendance. The Charter School shall comply with Education Code section 47605(d)(3) in terms of providing notice of expulsion, withdrawal, or disenrollment of students who reside in other school districts. If the Charter School expels a special education student, it is obligated to pay any costs of that student's placement and services during the term of expulsion.

(xix) **Complaints:**

The Charter School shall address /respond to/investigate all complaints it receives involving special education. The Charter School shall notify the SDCOE in writing within two (2) business days of receiving any complaint, whether oral or in writing, regarding special education. Also, within two (2) business days of receiving any written complaints or concerns in any way to special education, the Charter School shall provide copies to the SDCOE's Director of Special Education, or designee.

(xx) **Due Process Hearings:**

The Charter School shall notify the SDCOE's Special Education Director of any due process proceedings filed against the Charter School under IDEA, and of any complaints to state or federal agencies relating to special education and/or students with qualifying disabilities within two (2) business days of receipt by the Charter School. The Charter School shall bear all financial responsibility and procure and provide its own legal representation for such due process proceedings and/or complaints. When the SDCOE or County Board is named as a party to a due process filing involving the Charter School, the SDCOE shall have the right to provide its own legal defense and/or representation, initially at its own expense, but it will be entitled to indemnification by Charter School as provided herein.

(xxi) **Student Discipline:**

Charter School acknowledges it is obligated to and will ensure that its student discipline procedures for suspension and expulsion of students with disabilities are in full compliance with state and federal law. Charter School understands and acknowledges that prior to imposing any discipline on a student with a disability that would constitute a change in placement, or prior to imposing such discipline on a student for whom the charter school has a basis of knowledge that the

student is a student with a disability, a manifestation determination must first be convened to determine whether the violative conduct was a manifestation of the student's disability or caused by a failure to implement the student's IEP or Section 504 Plan, as applicable.

(f) **Special Education Funding**

The Charter School shall comply with the funding model adopted by the assigned SELPA. Charter School shall only spend special education funds as allowed by law, and shall document that all state and federal special education funds are used for the sole purpose of providing special education instruction and/or services to identified students with disabilities. The Charter School assures the SDCOE that it understands how to properly expend and account for its use of special education funds.

(g) **Charter School Payment For Special Education Services Delivered to Students in Juvenile Court and Community Schools:**

For each student enrolled at the Charter School who subsequently attends or is enrolled at an SDCOE Juvenile Court and Community School (JCCS), on either a temporary or long-term basis, the Charter School shall owe SDCOE reimbursement for SDOE's actual special education costs incurred to provide special education services to that student, for the duration of that student's attendance at a JCCS.

During each fiscal year, on a quarterly basis, SDCOE shall calculate the Charter School's share of the special education costs for each Charter School student who has attended a JCCS during that quarter. This calculation shall include all students who were enrolled at the Charter School for any length of time immediately prior to attending a JCCS, regardless of home district. The Charter School shall pay SDCOE for the invoiced costs as set forth above, within 60 days of the date of said invoice. In the event that the COE and Charter School cannot agree as to the amount owed pursuant to the calculations, the matter shall be resolved pursuant to the dispute resolution provision in the Charter School's charter. However, the Charter School shall pay any undisputed amount based on the timelines prescribed in this section.

(h) **Additional Provisions**

(i) **Non-Assignment:**

Neither Party shall assign its rights, duties or privileges under this Agreement, nor shall either Party attempt to confer any of its rights, duties or privileges under this Agreement on any third party, without the advanced written consent of the other Party. Any assignment in violation of this provision shall be void.

(ii) **Enforceability:**

The Charter School understands and acknowledges that violations of any laws could subject its charter to revocation, pursuant to section 47607, subdivision (f). Charter School further understands that the County Board and the SDCSS, or designee, have the authority to compel compliance with this Agreement, in their

sole discretion. Should the County Board or SDCSS, or designee, determine that the Charter School has failed to comply with a condition of this agreement, or is violating or has violated law, SELPA policies, or any provision of this Agreement, the SDCOE may impose corrective action plans or utilize any of the other mechanisms it deems appropriate to enforce this Agreement and/or bring about proper conduct.

(iii) **Renewal.**

(1) The Parties recognize that renewal of the Charter for subsequent terms will require consideration of academic performance and other criteria set forth in Education Code sections 47607, 47607.2 and/or 52052.

(2) If the Charter School intends to apply for a renewal of its Charter, it must submit its petition in accordance with the Charter Schools Act.

(3) The Charter School may not submit a petition for renewal more than twelve (12) months in advance of its current charter term end date.

(4) The Charter School is designated as a Dashboard Alternative School Status (DASS), in which the Charter School serves a special student population.

(5) Education Code Section 47607(c)(7) which states, Education Code sections 47607.2(a)(2) and 47607.2(b)(2), shall not apply to a charter school that is eligible for alternate methods for calculating the state and local indicators pursuant to Education Code Section 52064.5(d). In determining whether to grant a charter renewal for such a charter school, the chartering authority shall consider, in addition to the charter school's performance on the state and local indicators included in the evaluation rubrics adopted pursuant to Education Code Section 52064.5(c), the charter school's performance on alternative metrics applicable to the charter school based on the pupil population served. The chartering authority shall meet with the charter school during the first year of the charter school's term to mutually agree to discuss alternative metrics to be considered pursuant to this paragraph and shall notify the charter school of the alternative metrics to be used within 30 days of this meeting. The chartering authority may deny a charter renewal pursuant to this paragraph only upon making written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of pupils.

(6) The following will be used for renewal criteria for the Charter School:

a. Smarter Balanced Assessments Distance from Standard – English Language Arts (Students enrolled as of CBEDS) as reported on the California School Dashboard

i. The Charter School will meet this in one of two ways:

1) Exceed the county DASS schools average (charter and non-charter)

2) Exceed the state DASS schools average (charter and non-charter)

b. Smarter Balanced Assessments Distance from Standard – Mathematics (Students enrolled as of CBEDS), as reported on the California School Dashboard

i. The Charter School will meet this in one of two ways:

1) Exceed the county DASS schools average (charter and non-charter)

2) Exceed the state DASS schools average (charter and non-charter)

c. Smarter Balanced Assessments Proficiency Results – English Language Arts, as reported on the California Department of Education (CDE) CAASPP results website.

i. The Charter School will meet this in one of two ways:

1) Exceed the county DASS schools average (charter and non-charter)

2) Exceed the state DASS schools average (charter and non-charter)

d. Smarter Balanced Assessments Proficiency Results – Mathematics, as reported on the CDE CAASPP results website.

i. The Charter School will meet this in one of two ways:

1) Exceed the county DASS schools average (charter and non-charter)

2) Exceed the state DASS schools average (charter and non-charter)

e. Meet all Local Indicators on the California School Dashboard

i. The Charter School will meet this by receiving a "Met" performance level on all Dashboard Local Indicators.

f. Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP)

i. The Charter School will meet this with an average of 60 percent or higher in Reading, Language Usage and Math schoolwide and by all significant student subgroups.

g. DASS Graduation Rate as reported on the California School Dashboard

i. The Charter School will meet this in one of two ways:

1) Exceed the county DASS schools average (charter and non-charter)

2) Exceed the state DASS schools average (charter and non-charter)

h. 1-Year Dropout Rate as reported through CDE DataQuest

i. The Charter School will meet this by maintaining a dropout rate of 5% or less

i. Student Participation Rate (Attendance), as reported by the Charter School's attendance reporting

i. The Charter School will meet this by achieving 84% participation rate schoolwide and by significant student group.

j. Suspension Rate Indicator as reported on the California School Dashboard

i. The Charter School will meet this by achieving a schoolwide suspension rate of 1.5% or less.

k. Expulsion Rate as reported through CDE DataQuest

i. The Charter School will meet this by achieving a schoolwide expulsion rate of 1% or less.

l. English Learner Progress Indicator as reported on the California School Dashboard

i. The Charter School will meet this in one of two ways:

1) Exceed the county DASS schools average (charter and non-charter)

2) Exceed the state DASS schools average (charter and non-charter)

m. Student Confidence Survey as reported by the Charter School

i. The Charter School will meet this by achieving 90% or higher on Confidence Survey of new students

n. Student Safety Survey as reported by the Charter School through the Annual LCAP Engagement Survey.

i. The Charter School will meet this by achieving 90% or higher on Student Safety Survey.

o. Parent Safety Survey as reported by the Charter School through the Annual LCAP Engagement Survey.

i. The Charter School will meet this by achieving 90% or higher on the Parent Safety Survey.

p. Post-secondary Outcomes as measured by college enrollment, persistence and completion rates.

i. The Charter School will meet this in one of two ways:

1) Meet or Exceed the county DASS schools' post-secondary outcomes (charter and non-charter)

2) Meet or Exceed the state DASS schools' post-secondary outcomes (charter and non-charter)

(iv) **Notices.**

Any notice, documentation, and/or information required or permitted to be given under this MOU shall be deemed to have been given, served and received if given in writing and personally delivered or either deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service or facsimile transmission, or received by e-mail, addressed as follows:

If to the County Board:
County Superintendent of Schools
San Diego County Office of Education
Attn: Kristin Armatis, Charter School Services
6401 Linda Vista Rd, Room 506
San Diego, CA 92111

If to the Charter School:
Wade Ashbrenner
Audeo II Charter School
3821 Plaza Drive, Suite 402
Oceanside, CA 92056

(v) **Material Revisions to Charter.**

Changes to the Charter that are material may not be made without the County Board's consideration and approval. Amendments to the Charter considered to be material include, but are not limited to, the following:

(1) Substantial changes to the educational program (including the addition or deletion of an educational program), mission, or vision

(2) Changing to (or adding) a non-classroom-based program, if originally approved as a classroom-based program

(3) Proposed changes in enrollment that differs by more than twenty-five (25) percent +/- of the enrollment originally projected in the Charter, or as approved by the County Board

(4) Addition or deletion of grades or grade levels to be served

(5) Admissions preferences changes

(6) Governance structure changes

(7) Expansion of operations to one or more additional site

(8) Change of Charter School's location and facilities

(9) Change of Charter School's name

The replacement of the Charter School with any other non-profit corporation or other operating body or governance structure shall be treated as a material revision of the Charter, subject to the review and approval of the County Board pursuant to applicable provisions of the Education Code.

(vi) **Severability.**

If any provision or any part of this Agreement is for any reason held to be invalid or unenforceable or contrary to public policy, law or statute and/or ordinance, the remainder of this Agreement shall not be affected thereby and shall remain valid and fully enforceable.

(vii) **Entire Agreement**.

This Agreement represents the entire Agreement and understandings of the Parties hereto and no prior writings, conversations or representations of any nature shall be deemed to vary the provisions hereof. This Agreement may not be amended in any way except by a writing duly executed by both Parties hereto.

IN WITNESS WHEREOF, the Parties hereto have caused this Agreement to be duly executed, such Parties acting by their representatives being thereunto duly authorized.

AUDEO CHARTER SCHOOL II

Dated: September 9, 2021

By:_____
Gregg Haggart, Chairman of the Board

Approved by the governing board of the Charter School on September 9, 2021.

Dated: September 9, 2021

By:_____
Timothy Morton, Board Secretary,
Audeo Charter School Corp.

SAN DIEGO COUNTY SUPERINTENDENT OF SCHOOLS

Dated Sept. 16, 2021

By:_____
San Diego County Superintendent of Schools