

DUAL LANGUAGE IMMERSION NORTH COUNTY

CHARTER RENEWAL PETITION

For the Term July 1, 2027 through June 30, 2034

(Submitted to the San Diego County Office of Education on September 10, 2026)

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AFFIRMATIONS AND DECLARATION

Dual Language Immersion North County ("DLINC" or the "Charter School"), authorized by the San Diego County Board of Education ("SDCBOE") with oversight by the San Diego County Office of Education ("SDCOE") (collectively referred to herein as the "County"), shall follow any and all federal, state and local laws and regulations that apply to charter schools, including but not limited to the following:

- 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)]

- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of Dual Language Immersion North County 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), 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 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 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 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 Section 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 Section 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 post the California Department of Education Uniform Complaint Procedures (UCP) notice and complaint form on the Charter School's website and shall provide the notice and form to a parent or guardian upon enrollment inquiry, prior to conducting an enrollment lottery, and prior to the disenrollment of a pupil.
- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq*. ("CPRA").
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").

- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, et seq. (“Brown Act”).
- The Charter School shall comply with Government Code Section 1090, *et seq*., as set forth in Education Code Section 47604.1 (“Section 1090”).
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq*. (“PRA”).
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- The Charter School shall comply with the financial audit requirements of Education Code Section 41020, as mandated by AB 126 (2026). [Ref. Education Code Section 47605(m)]

ELEMENT ONE: The Educational Model

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)
(ii) 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).

Significant Developments During the Current Charter Term

During the current charter term, Dual Language Immersion North County has experienced several organizational and programmatic developments that have strengthened its educational program and institutional capacity. These developments reflect DLINC's continued commitment to continuous improvement, strong governance, and expanded support systems designed to promote student achievement and well-being.

Transition to an Independent Charter School

Since July 2020, DLINC has operated as a stand-alone charter school following its separation from the charter management organization, National University Academy. This transition required the Charter School to develop independent operational systems for student enrollment, attendance tracking, data reporting, human resources, and financial management.

Charter School leadership successfully established these internal systems while maintaining instructional continuity and meeting state and federal compliance requirements. The transition also allowed DLINC to tailor operational structures and decision-making processes more directly to the needs of its students, staff, and families.

Governance and Organizational Development

During the current charter term, DLINC's Board of Directors has evolved to include a broader range of professional expertise and community representation. The current 5-member board

includes entrepreneurs, an attorney, a community college professor, and a retired assistant police chief.

This diversity of professional and community experience has strengthened governance practices and strategic decision-making. The board works collaboratively with school leadership while maintaining clear oversight responsibilities, ensuring that organizational decisions remain focused on the long-term success of students and the sustainability of the Charter School's program.

Implementation of Transitional Kindergarten

DLINC has established a Transitional Kindergarten (TK) as a full classroom program that now provides developmentally appropriate early learning experiences to younger students entering the school community. The program supports early literacy, numeracy, and social development while helping students build familiarity with school routines and expectations. The TK program complies with legal mandates regarding classroom size, teacher qualifications, and adult to student ratio, as set forth in Education Code Section 48000(g).

As part of DLINC's dual language immersion model, TK instruction emphasizes Spanish language development and serves as an early entry point into the bilingual program. The TK classroom is staffed to support early learners and provides a structured bridge into kindergarten, helping students enter the K–8 program with stronger language foundations and greater readiness for academic success.

Development of an Internal Special Education Program

Beginning in Fall 2022, DLINC transitioned from a third-party provider model to operating its Special Education program internally. DLINC employs two Specialized Academic Instructors and a Speech Language Pathology Assistant, and contracts with related service providers including a speech pathologist, an occupational therapist, a school psychologist, and an education specialist who serves as the IEP case manager. Approximately 11 percent of DLINC students have Individualized Education Programs (IEPs).

Operating the program internally has strengthened collaboration between general education and special education staff and has increased the Charter School's ability to respond promptly to student needs while maintaining compliance with state and federal special education requirements.

Expansion of Student Support Systems

DLINC strengthened student support services during the charter term, including the addition of a full-time school counselor. The counseling program supports students' social-emotional development through classroom-based lessons, individual student support, and consultation with teachers and families.

Students may self-refer for counseling support, and parents and guardians may also request services when concerns arise. These services complement the Charter School's instructional program and reflect DLINC's commitment to addressing the academic, social, and emotional needs of students as part of a whole-child approach to education.

Expanded Learning Opportunities Program

During the current charter term, DLINC established an Expanded Learning Opportunities Program (ELOP), which now provides additional academic support and enrichment opportunities before and after the regular school day. The program includes homework support, reading intervention, enrichment activities, and organized athletics for upper grade students.

The program is currently operated by a community partner, and DLINC teachers and support staff play an active role in providing intervention supports, allowing the extended learning program to remain aligned with the Charter School's instructional goals. Students from low-income households participate at no cost, and the program remains financially accessible to all families. By providing additional academic support and structured enrichment, the ELOP program reinforces classroom learning while supporting student engagement, attendance, and academic achievement.

Implementation of Universal Free Meals

With the statewide implementation of Universal Free Meals, DLINC transitioned to the National School Lunch Program and is fully compliant with California's Universal Free Meals requirement, providing free breakfast, lunch, and after-school snack to all students each school day.

The Charter School established operational procedures to implement the program and acquired the necessary equipment to safely store and serve meals in accordance with federal program requirements. Providing universal access to meals helps ensure that students are prepared to learn each day while supporting student health, wellness, and overall readiness for academic success.

Instructional Improvement Initiatives

DLINC has continued to strengthen its instructional program in response to recommendations from the Western Association of Schools and Colleges (WASC) and through its own internal program evaluation processes.

Key instructional improvements during the charter term include:

- Implementation of vertically articulated instructional collaboration among grade levels
- Use of Spanish-language academic metrics including NWEA MAP Spanish
- Expanded benchmark testing using NWEA MAP assessments in both English and Spanish
- Implementation of multi-tiered intervention systems
- Recognition of student achievement through the Pathway to Biliteracy program

These initiatives strengthen DLINC's ability to monitor student progress, provide targeted academic support, and ensure alignment between the Charter School's dual language instructional model and student learning outcomes.

Strengthening of Credentialing Systems

Beginning in 2020–21, DLINC experienced increasing credentialing challenges as post-pandemic enrollment fluctuations required teachers to cover multiple grade levels and subjects. Without a dedicated credential analyst and with the statewide rollout and tightening of CalSAAS monitoring, EL-related misassignments became more visible across California, including at DLINC.

In 2024–25, two short-term staff permit denials underscored the need to transition from inherited informal practices to a formalized credential-monitoring structure. DLINC used this moment as the catalyst to redesign its systems.

The Charter School has established a structured credential monitoring process that includes annual credential audits, CALPADS assignment cross-checks, verification of subject matter competency, and tracking of renewal timelines and testing windows, with documentation maintained for all CTC submissions. DLINC also formalized responsibility for credentialing oversight within its administrative team, updating job descriptions and administrative agreements, securing CalSAAS registration, and establishing regular communication with SDCOE credentialing staff.

When credential timelines were affected by testing windows or processing delays, DLINC took proactive steps to prevent misassignment, including reassigning teachers to non-credentialed roles as needed, ensuring bilingual instruction was delivered only by credentialed BCLAD teachers, and verifying special education service delivery with the El Dorado SELPA. The Charter School submitted all required applications promptly, including emergency CLAD renewals, Temporary County Certificates, Education Specialist credential applications, and CTEL documentation, maintaining records of submission confirmations and correspondence.

Administrators responsible for credentialing completed CalSAAS training and hands-on training within the CTC employer submission system, including Authorized Submitter access, navigation of the employer portal, and submission of emergency permits and renewal applications. DLINC incorporated the CTC Credential Information Guide into its internal training materials to ensure ongoing alignment with statutory requirements and assignment rules. DLINC also developed a credential compliance checklist now embedded in hiring, onboarding, and annual audit procedures, ensuring credential verification occurs at multiple points throughout the year.

As a result of these strengthened systems, DLINC anticipates a clean CalSAAS assignment monitoring report for 2025–26. The Charter School maintains full credentialing compliance, with all teachers holding appropriate credentials for their 2026–27 assignments. These systems are structural rather than dependent on any single individual or point in time. They span annual audits, CALPADS cross-checks, CalSAAS-based tracking. Additional layers of verification are embedded in hiring, onboarding, and audit cycles. These are designed to sustain full credentialing compliance throughout the upcoming charter term. DLINC remains committed to transparent communication with SDCOE, timely submission of credentialing materials, and continuous improvement of its credentialing systems to ensure all students receive instruction from appropriately credentialed teachers.

Collectively, the developments described above reflect DLINC's continued efforts during the current charter term to strengthen its academic program, expand student supports, and build organizational capacity. These efforts contribute to a stable and well-developed educational program that supports student achievement and positions the Charter School for continued success in the upcoming charter term.

Community Need for the Charter School

Dual Language Immersion North County serves families in Vista and surrounding North County communities who seek a high-quality public dual language immersion educational program that promotes bilingualism, biliteracy, academic achievement, and cross-cultural competence. Demand for dual language immersion education has grown steadily in California and across San

Diego County as families increasingly recognize the academic, cognitive, and long-term economic benefits associated with bilingualism and biliteracy.

The City of Vista and the surrounding North County region include a substantial population of students who benefit from dual language instruction, including English Learners, students from Spanish-speaking households, and families seeking opportunities for second-language acquisition. These demographic characteristics create strong and sustained interest in programs that support multilingual learning and culturally responsive education.

While Vista Unified School District ("VUSD" or the "Charter School") and other charter schools offer dual language immersion opportunities, these programs differ in grade-span configuration, instructional structure, and program continuity. Many district programs operate primarily at the elementary level, with continuation into middle school dependent on site availability, feeder patterns, or enrollment capacity. Other charter options offer bilingual instruction through alternative or hybrid learning environments.

DLINC complements these offerings by providing a consistent, site-based TK–8 dual language immersion pathway that allows students to develop academic proficiency and literacy in both English and Spanish across the full elementary and middle school grade span. The Charter School's articulated program structure allows students to build biliteracy over time within a single school community, supporting continuity of instruction and sustained academic development.

Families choose DLINC for its stable TK–8 program design, its emphasis on long-term biliteracy development, and its small, relationship-based learning environment. Enrollment stability and continued family demand indicate that DLINC remains a valued and necessary educational option within the Vista and North County region.

The following table compares key features of dual language immersion program structures available to families in the Vista area.

Comparison of Dual Language Immersion Program Structures Serving the Vista Area

Program Feature	DLINC	Vista Unified School DLI Programs	Springs Charter – La Fuente (Vista)

Grade Span Served	Transitional Kindergarten through Grade 8	Primarily Transitional Kindergarten through Grade 5; limited middle school continuation	Transitional Kindergarten through Grade 8
Program Continuity Across Grades	Guaranteed TK–8 pathway within a single school community	Continuation dependent on feeder patterns, site availability, and enrollment capacity	Available, though program structure differs from traditional site-based schools
Dual Language Instructional Model	90/10 Dual Language Immersion (Spanish/English) with articulated progression across grade levels	Dual Language Immersion; instructional design varies by site	50/50 Spanish/English immersion
Instructional Structure	Full-day, seat-based instruction	Traditional district instructional model	Hybrid/alternative instructional model
School Environment	Small, relationship-based school environment	Large, comprehensive school environment	Individualized, computer-based learning environment
Enrollment Access	Open enrollment with a broad geographic reach	Enrollment priority based on district residency and site capacity	Open enrollment
Primary Families Served	Families seeking sustained biliteracy and academic rigor in a TK–8 setting	Families residing within district attendance boundaries	Families seeking a more flexible or alternative instructional format

Role in Local Education Landscape	Provides a consistent TK–8 dual language immersion pathway within a single school community, offering continuity of bilingual instruction through the middle school years	Provides dual language immersion opportunities primarily at the elementary level, with middle school continuation dependent on-site configuration and program availability	Offers a bilingual instructional model within an independent study or hybrid learning environment

Demographic Representation and Community Alignment

DLINC's student population reflects many of the demographic characteristics of students served within the Vista Unified School District. As shown in the table below, the Charter School enrolls students across major student subgroups at levels that are generally comparable to those of the surrounding district, including English Learners, students with disabilities, socioeconomically disadvantaged students, and students representing various racial and ethnic groups.

While certain subgroup percentages differ from districtwide averages, these variations are typical across individual schools and do not indicate selective enrollment practices. For example, DLINC enrolls proportions of English Learners and students with disabilities that are similar to district averages, and the Charter School serves a substantial population of Hispanic/Latino students consistent with the broader Vista community. The current year's data do not reflect students identified as experiencing homelessness; however, DLINC enrolls and serves students experiencing homelessness in accordance with the McKinney-Vento Homeless Assistance Act and maintains policies and procedures to ensure that students experiencing housing instability are able to enroll and participate fully in the educational program.

These patterns demonstrate that DLINC serves a student population that reflects the diversity of the public school system in the region. Enrollment practices remain open and accessible to families across the community, and the Charter School does not serve a selective or atypical population relative to the district in which it operates.

DLINC and VUSD Demographic Comparison

	DLINC	Vista Unified
SED	45.70%	67.6%

EL	14.90%	15.5%
SWD	16.30%	18.7%
Homeless	0.00%	6.9%
AA	1.80%	1.5%
Hisp	70.70%	66.0%
White	19.90%	22.6%
Two+	4.30%	5.9%

Source: California Department of Education DataQuest, 2025

Performance Over the Current Charter Term and Renewal Tier Status

Over the current charter term, Dual Language Immersion North County has demonstrated sustained academic performance and organizational stability while serving a diverse student population that includes English Learners, socioeconomically disadvantaged pupils, students with disabilities, foster youth, and homeless youth. The performance data presented below reflect DLINC's outcomes across state accountability measures and provide evidence of the Charter School's effectiveness in meeting the needs of its students.

California School Dashboard Summary

	2022	2023	2024	2025
ELA DFS	+17.4	**+3.4**	**+30.00**	**+50.1**
Math DFS	-17.9	**-41.4**	**-14.2**	**+7.8**
EL Progress	60.50%	56.00%	52.20%	42.90%
Chronic Absenteeism	15.00%	**19.60%**	**17.20%**	**16.80%**
Suspension Rate	0.00%	**0.40%**	**0.00%**	**0.00%**

Source: California Department of Education, California School Dashboard, 2022-2025

As shown in the California School Dashboard data presented above, DLINC has demonstrated strong academic performance and meaningful improvement across the current charter term. English Language Arts performance, measured by Distance from Standard (DFS), reflects a clear positive trajectory, increasing from 17.4 points above standard in 2022 to 50.1 points above standard in 2025. This growth demonstrates sustained improvement in student outcomes relative to state standards.

Mathematics performance showed variability in the years immediately following the pandemic accountability pause, but improved substantially over the charter term. DLINC moved from 17.9 points below standard in 2022 to 7.8 points above standard in 2025, reflecting a 25.7-point increase and positive schoolwide performance in the most recent reporting period. This trajectory reflects instructional refinement, targeted academic supports, and continued attention to mathematics instruction during the charter term.

English Learner Progress remains an area for continued monitoring and support. DLINC interprets EL Progress data within the context of its TK–8 dual language immersion model, which emphasizes long-term language acquisition, biliteracy development, and sustained academic growth in both English and Spanish. While the EL Progress indicator declined from 60.5% in 2022 to 42.9% in 2025, English Learners demonstrated positive academic movement in English Language Arts over the same period, moving from 0.2 points below standard in 2022 to 6.7 points above standard in 2025. DLINC will continue to monitor English Language Proficiency Assessments for California (ELPAC) performance, reclassification, designated and integrated ELD implementation, and academic outcomes for English Learners during the renewal term.

School climate indicators also reflect a stable and supportive learning environment. Suspension rates have remained exceptionally low throughout the charter term, including 0.0% in 2022, 2024, and 2025. Chronic absenteeism increased in 2023, consistent with broader post-pandemic attendance challenges, but improved in both 2024 and 2025. DLINC recognizes chronic absenteeism as an area for continued attention and will continue to support attendance through family communication, early identification of attendance concerns, and individualized student supports.

Taken together, the Dashboard data demonstrate strong academic performance, substantial improvement in Mathematics, sustained strength in English Language Arts, very low suspension rates, and improving attendance trends. DLINC's results also identify English Learner Progress and chronic absenteeism as areas for continued monitoring and improvement within an otherwise strong performance record.

State Comparison

Statewide comparison provides important context for evaluating DLINC's academic performance under the high-performing renewal criteria. In addition to reviewing multi-year Dashboard trends, DLINC compared its 2025 schoolwide Distance from Standard results in English Language Arts and Mathematics to statewide performance in the same year. This comparison shows the extent to which DLINC's academic outcomes exceed statewide results in the two core academic areas most directly tied to renewal determinations.

Academic Indicator	DLINC 2025 DFS	State 2025 DFS	Difference from State	Comparison
ELA	+50.1	-8.1	+58.2	Above State Average
Math	+7.8	-42.4	+50.2	Above State Average

Source: California School Dashboard 2025

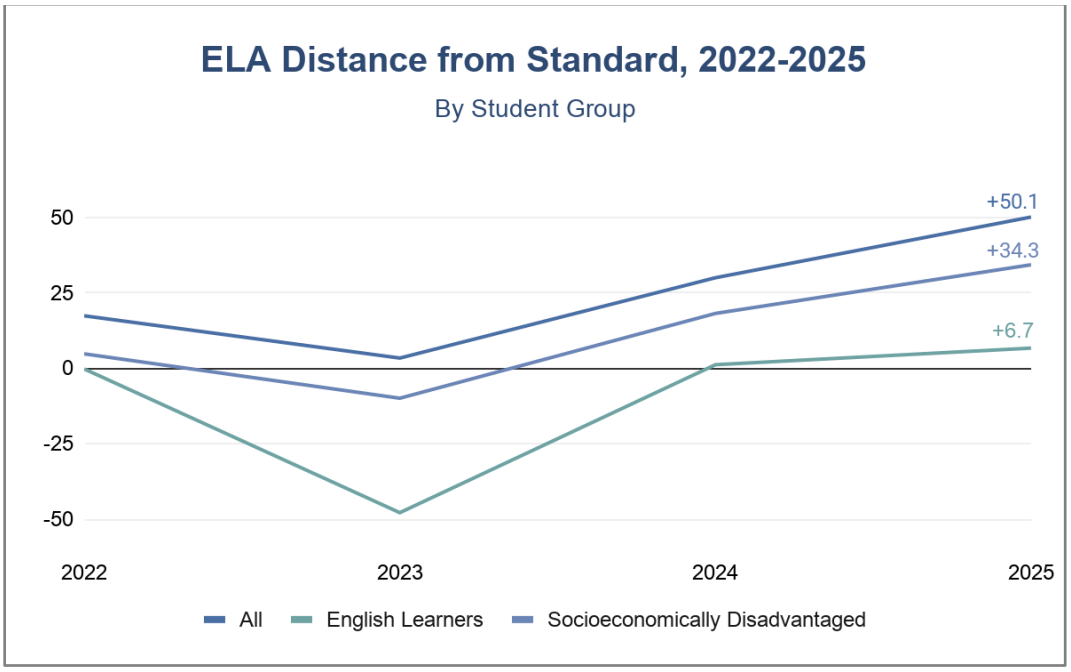
In 2025, DLINC exceeded the statewide Distance from Standard in both academic indicators by a substantial margin. DLINC's English Language Arts performance was **58.2 points higher than the state**, with DLINC performing 50.1 points above standard compared to the statewide result of 8.1 points below standard. In Mathematics, DLINC performed **50.2 points higher than the state**, with DLINC 7.8 points above standard compared to the statewide result of 42.4 points below standard.

These results show that DLINC is not only above standard in both ELA and Mathematics, but also substantially outperforms the statewide average in both academic areas. This comparison provides strong evidence of DLINC's academic performance entering the renewal term and supports the Charter School's positive renewal record.

ELA and Mathematics Performance Trends by Student Group

DLINC reviewed California School Dashboard Distance from Standard data for All Students and numerically significant student groups from 2022 through 2025. The charts below focus on All Students, English Learners, and socioeconomically disadvantaged pupils to show year-over-year academic trends for the statistically significant student subgroups represented on the Dashboard. The accompanying summary tables also include students with disabilities to reflect DLINC's broader review of subgroup performance and academic growth across the charter term.

ELA Distance from Standard by Student Group, 2022-2025



Source: California School Dashboard 2022-2025

ELA Change Across Charter Term

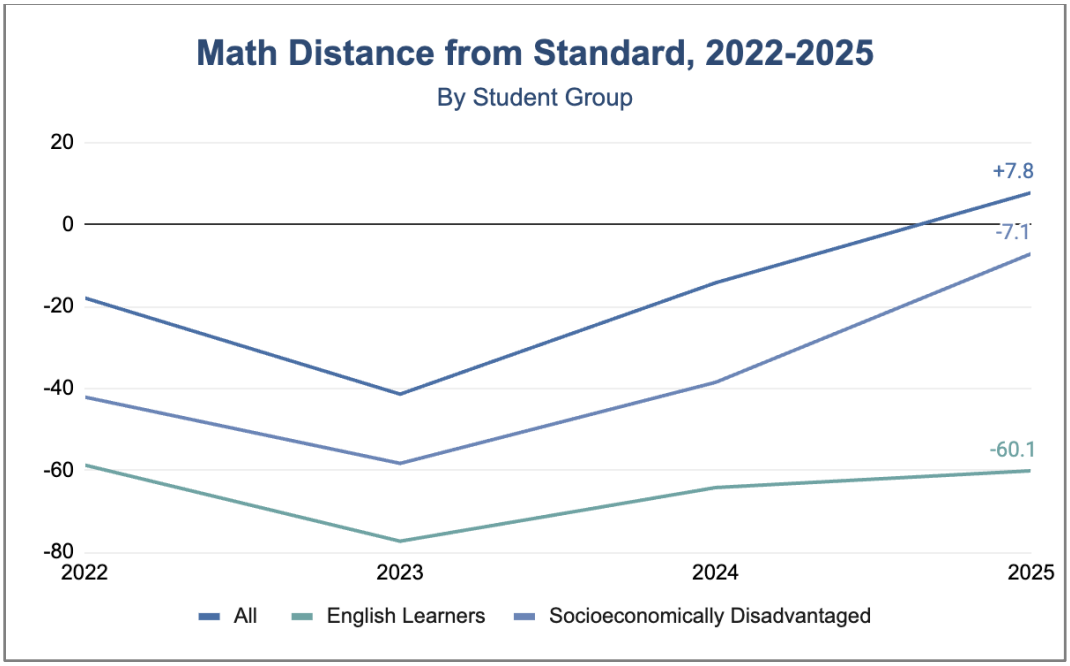
Student Group	ELA DFS 2022	ELA DFS 2025	Change	Trend
All Students	+17.4	+50.1	**+32.7**	**Improving**
English Learners	-0.2	+6.7	**+6.9**	**Improving**
Socioeconomically Disadvantaged	+4.8	+34.3	**+29.5**	**Improving**
Students with Disabilities	-46.9	-1.5	**+45.4**	**Improving**

Source: California School Dashboard 2022-2025

The ELA trend data show broad-based improvement across all highlighted student groups. From 2022 to 2025, All Students increased by **32.7 points**, English Learners increased by **6.9 points**, socioeconomically disadvantaged students increased by **29.5 points**, and students with

disabilities increased by **45.4 points**. By 2025, All Students, English Learners, and socioeconomically disadvantaged students were above standard, while students with disabilities had moved substantially closer to standard.

Math Distance from Standard by Student Group, 2022-2025



Source: California School Dashboard 2022-2025

Math Change Across Charter Term

Student Group	Math DFS 2022	Math DFS 2025	Change	Trend
All Students	-17.9	+7.8	**+25.7**	**Improving**
English Learners	-58.7	-60.1	-1.4	Recovering post–2023 decline
Socioeconomically Disadvantaged	-42.1	-7.1	**+35.0**	**Improving**
Students with Disabilities	-70.5	-40.1	**+30.4**	**Improving**

Source: California School Dashboard 2022-2025

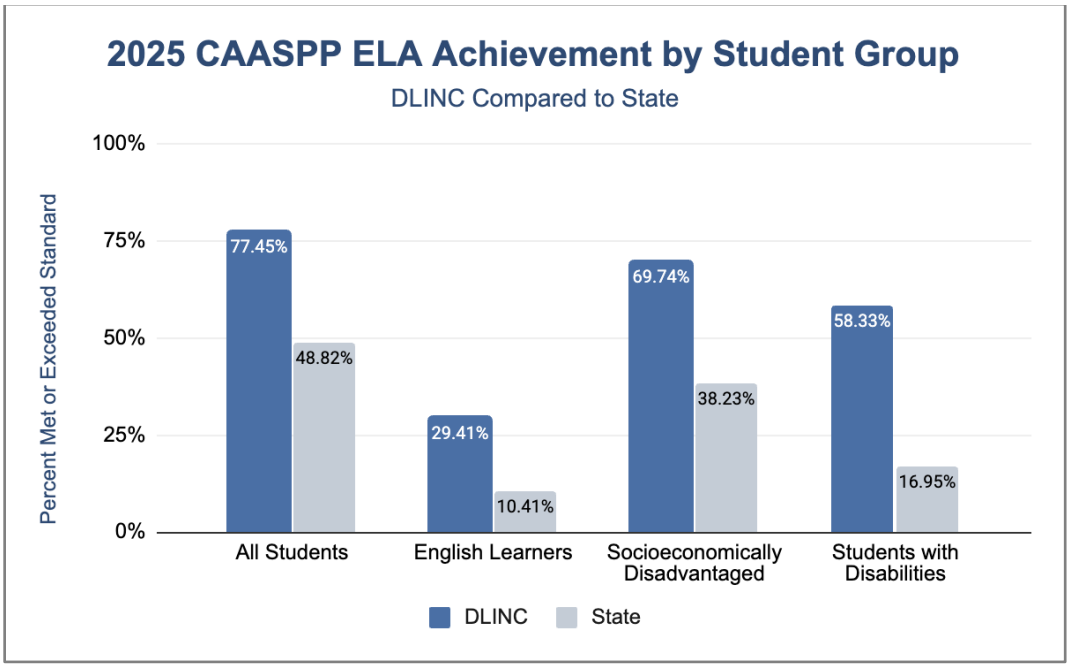
The Mathematics trend data show substantial schoolwide growth and meaningful improvement for socioeconomically disadvantaged students and students with disabilities. From 2022 to 2025, All Students increased by **25.7 points**, moving above standard by 2025; socioeconomically disadvantaged students increased by **35.0 points**; and students with disabilities increased by **30.4 points**. English Learner mathematics performance declined in 2023 and then improved in both 2024 and 2025, nearly returning to the 2022 baseline. DLINC recognizes English Learner mathematics performance, and continued growth for students with disabilities, as areas for ongoing targeted monitoring and instructional support.

Taken together, the subgroup data demonstrate a strong overall academic trajectory across the charter term. DLINC made measurable gains in English Language Arts for All Students, English Learners, socioeconomically disadvantaged students, and students with disabilities. In Mathematics, DLINC made substantial gains for All Students, socioeconomically disadvantaged students, and students with disabilities. By 2025, All Students, English Learners, and socioeconomically disadvantaged students performed above standard in English Language Arts, and All Students performed above standard in Mathematics. At the same time, the data identify English Learner mathematics performance, as well as continued growth for students with disabilities in both ELA and Mathematics, as areas requiring continued instructional attention, progress monitoring, and targeted support during the renewal term.

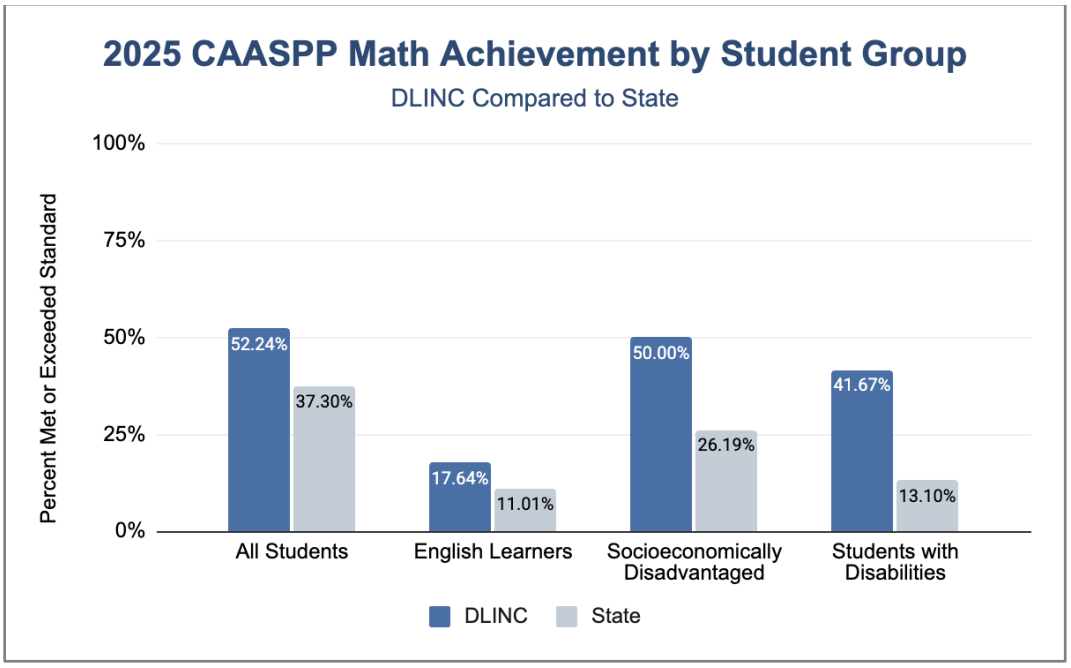
Additional Verifiable Student Achievement Data

Because DLINC's renewal petition is being submitted prior to the release of the next California School Dashboard, the Charter School provides additional recent student achievement data to supplement the state accountability indicators presented above. These data provide a more current picture of student achievement and growth during the most recent school year.

CAASPP Performance Comparisons to State (2025)



Source: California Department of Education, CAASPP ELA, 2025



Source: California Department of Education, CAASPP Mathematics, 2025

DLINC reviewed 2025 CAASPP percent met or exceeded standard results in comparison to statewide performance for the same student groups. These comparisons provide a current achievement snapshot and show that DLINC outperformed the state across all student groups shown in both English Language Arts and Mathematics. The largest margins above the state were observed for students with disabilities and socioeconomically disadvantaged students, while English Learner performance, although above the state, remains an area for continued instructional focus, particularly in Mathematics.

NWEA MAP Growth (Fall to Winter) - Grades 3-8

NWEA MAP results provide current-year progress monitoring data that supplement state accountability results. Fall-to-winter results for grades 3–8 indicate that 51% of students met or exceeded expected growth in reading, 46% in mathematics, and 38% in Spanish reading. DLINC uses these results to monitor progress during the school year, adjust instruction, and identify students for targeted intervention. Spanish reading growth remains an area of focus as the Charter School continues to strengthen biliteracy development within the dual language immersion program.

Renewal Tier Determination

CDE-Assigned Performance Category

The California Department of Education's Charter School Performance Category Data File identifies DLINC as a High Performing charter school under Criterion 2, based on the 2024 and 2025 California School Dashboards. The performance data presented in the preceding Reflection provide broader context regarding DLINC's academic achievement and growth over the charter term. The Criterion 2 comparisons presented below more directly reflect CDE's methodology: for each applicable academic indicator in 2024 and 2025, DLINC's schoolwide Dashboard Status exceeded the statewide Status, and each DLINC student group included in the Criterion 2 analysis performed above the corresponding statewide average for that student group. These results are consistent with CDE's designation of DLINC as High Performing under Criterion 2.

AB 1505 Renewal Standards

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 Dashboard.

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

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, evaluated using the Dashboard and Education Code Section 47607.2(b).

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 ("ELA"), Mathematics, and Science

Based on the most recent two years of Dashboard data (2024 and 2025 Dashboards), the Charter School has been placed in the High Performing category by CDE under Criterion 2 and is eligible for renewal for a term of five, six, or seven years.

Dashboard Performance Renewal Criteria

Education Code Section 47607(c)(2)(A) states:

The chartering authority shall not deny renewal for a charter school pursuant to this subdivision if either of the following apply for two consecutive years immediately preceding the renewal decision:

i. The charter school has received the two highest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for which it receives performance levels. [Criterion 1.]

ii. For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or higher than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average. [Criterion 2.]

"Measurements of academic performance" are defined in statute as "statewide assessments in the California Assessment of Student Performance and Progress ("CAASPP") system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator ("CCI")." (Education Code Section 47607(c)(3).)

DLINC Criterion 2 Schoolwide Status Comparison

Dashboard Year	Academic Indicator	Status Measure	DLINC Status	State Status	Difference from State	Criterion Met
2024	English Language Arts	DFS	+30.0	−13.2	+43.2	Yes
2024	Mathematics	DFS	−14.2	−47.6	+33.4	Yes
2025	English Language Arts	DFS	+50.1	−8.1	+58.2	Yes
2025	Mathematics	DFS	+7.8	−42.4	+50.2	Yes
2025	Science	Science Points	56.0	52.6	+3.4	Yes

Source: California Department of Education, California School Dashboard Academic Indicator and Science Indicator downloadable data files, 2024 and 2025.

DLINC Criterion 2 Student Group Status Comparison

Year	Indicator	English Learners: DLINC / State	Hispanic: DLINC / State	Socioeconomically Disadvantaged: DLINC / State	Groups Above Respective State Average
2024	ELA DFS	+1.2 / −67.6	+19.1 / −39.3	+18.8 / −40.9	3 of 3

Year	Indicator	English Learners: DLINC / State	Hispanic: DLINC / State	Socioeconomically Disadvantaged: DLINC / State	Groups Above Respective State Average
2024	Math DFS	−64.2 / −93.4	−31.9 / −79.2	−38.5 / −78.2	**3 of 3**
2025	ELA DFS	+6.7 / −59.9	+42.3 / −33.7	+34.3 / −35.3	**3 of 3**
2025	Math DFS	−60.1 / −86.1	−5.6 / −73.6	−7.1 / −72.9	**3 of 3**
2025	Science Points	—	56.0 / 47.1	—	**1 of 1**

Source: California Department of Education, California School Dashboard Academic Indicator and Science Indicator downloadable data files, 2024 and 2025.

Consistent with CDE's Criterion 2 methodology, the table includes only student groups that received a Dashboard performance color and were eligible for comparison with their respective statewide student-group average. DLINC did not receive an English Learner Progress Indicator performance color in either 2024 or 2025 and therefore ELPI was not included in the Criterion 2 calculation. Science received performance colors for the first time in 2025. Students with Disabilities did not receive a DLINC Dashboard color for the applicable academic indicators and therefore were not included in CDE's Criterion 2 student-group comparison.

For each applicable academic indicator in each of the two Dashboard years, DLINC's schoolwide Status exceeded the statewide Status. In addition, every DLINC student group included in the Criterion 2 analysis performed above the corresponding statewide average for that student group. These results are consistent with CDE's identification of DLINC as a High Performing charter school under Criterion 2.

Local Indicator Performance

In addition to its academic performance, DLINC met the performance standards for all five local indicators applicable to charter schools in both 2024 and 2025: Basic Conditions of Learning, Implementation of State Academic Standards, Parent and Family Engagement, School Climate, and Access to a Broad Course of Study.

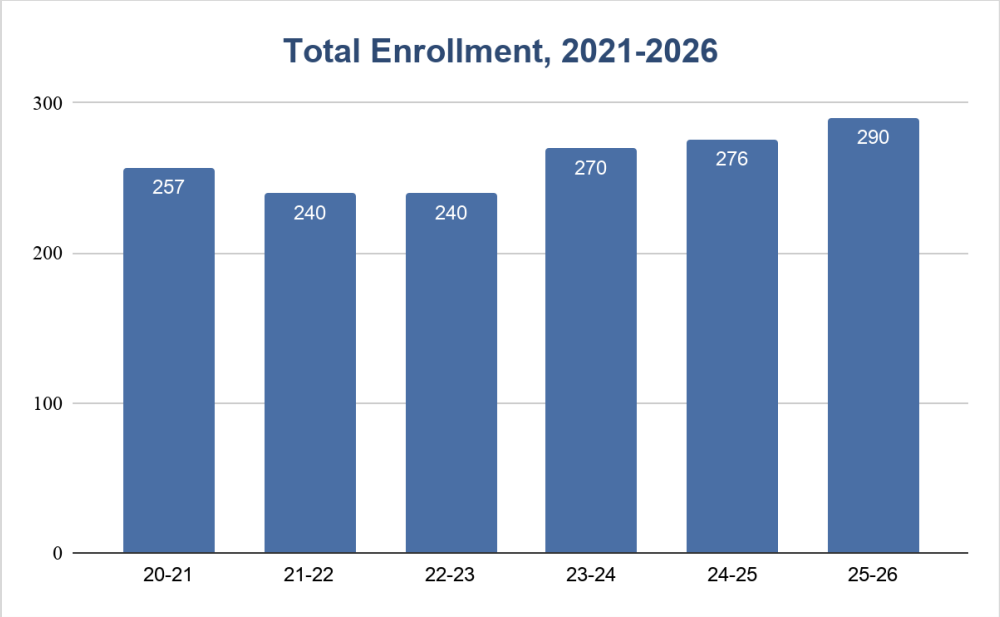
Requested Renewal Term

Accordingly, as a High Performing charter school under Criterion 2, DLINC respectfully requests renewal for a seven-year term, from July 1, 2027 through June 30, 2034.

Enrollment Stability and Ongoing Demand

Enrollment trends over the current charter term reflect sustained family demand for DLINC's TK–8 dual language immersion program and demonstrate the Charter School's continued role

as a valued educational option for families in Vista and the surrounding North County region. While enrollment reflected a modest decline during the broader post-pandemic period, DLINC stabilized and experienced renewed growth in subsequent years, with total enrollment in the past three years exceeding pre-pandemic levels. These trends indicate continued family interest in a TK–8 dual language immersion program within a small, relationship-based school environment. Stable participation across grade levels and multi-year enrollment recovery confirm that DLINC remains a valued and necessary educational option within the Vista and North County region.



Source: California Department of Education DataQuest, 2021-2025; Local SIS, 2026

Student Population to be Served

DLINC serves students in transitional kindergarten through eighth grade (TK–8). The Charter School provides a dual language immersion educational program designed to serve students with a wide range of academic backgrounds, language proficiencies, and educational needs.

DLINC is open to all students who wish to attend. The Charter School does not screen or select students based on academic ability, language proficiency, or prior educational experience. If the number of students seeking enrollment exceeds available capacity, students are admitted through a public random drawing in accordance with Education Code requirements.

Grade Levels and Enrollment

During the charter renewal term, DLINC will serve students in grades TK through 8. Enrollment will be determined by facility capacity, staffing, and Board-approved growth plans. The School requests an enrollment capacity of 325 students based on verified facility capacity, demonstrated demand, and the structural requirements of its dual-language instructional model. Based on maximum occupancy, the School can operate four double-section grade levels at one time, and therefore adjusts grade-level configurations annually to remain within the 325-student cap while maintaining program fidelity.

In years where a grade level operates with one section, the School uses a structured teacher-rotation model to ensure all students receive the correct ratio of Spanish to English instruction. For example, in 2027-28 Kindergarten will operate with one section to create space for two sections of 4th grade. To maintain language balance, the TK teacher will provide 35 minutes of English instruction to Kindergarten daily, while the Kindergarten teacher will provide 35 minutes of Spanish instruction to TK. Similar rotations will occur in subsequent years, such as the two 3rd grade and one 4th grade rotation in 2026-27.

These planned configurations allow the School to maintain dual-language integrity, meet community demand, and operate safely within facility capacity.

Projected Enrollment by Grade

Grade	2027-28	2028-29	2029-30	2030-31	2031-32
TK	20	20	27	20	27
K	27	20	20	27	24
1st	40	27	20	21	27
2nd	41	40	27	21	21
3rd	46	43	40	27	21
4th	46	46	43	40	27
5th	30	46	46	46	40
6th	25	30	46	46	46
7th	27	25	30	46	46

Grade	2027-28	2028-29	2029-30	2030-31	2031-32
8th	22	27	25	30	46
TOTAL	324	324	324	324	324

Student Characteristics and Subgroups

DLINC is designed to serve students with diverse linguistic, academic, and socioeconomic backgrounds within a TK–8 dual language immersion setting. The Charter School serves students who enter with varying levels of English and Spanish proficiency, including native English speakers, native Spanish speakers, English Learners, and students who speak languages other than English or Spanish at home.

Students enrolling in DLINC often present with a range of educational needs and challenges, including developing proficiency in one or more languages, closing academic gaps in foundational literacy and mathematics, and accessing rigorous grade-level content while simultaneously acquiring a second language. English Learners and multilingual students may require targeted language development and structured opportunities for academic discourse, while socioeconomically disadvantaged students, foster youth, and homeless youth may face additional barriers related to access, stability, and continuity of instruction.

The dual language immersion model is intentionally designed to address these needs by providing integrated language and content instruction, promoting biliteracy, and supporting cognitive and academic development over time. The program is particularly responsive to students from multilingual households, students seeking second-language acquisition, and students who benefit from structured, academically rigorous instruction within a small school environment. DLINC's program design supports long-term biliteracy development and sustained academic growth across the elementary and middle school years.

DLINC serves all numerically significant student subgroups as defined by Education Code section 52052, including English Learners, socioeconomically disadvantaged pupils, students with disabilities, foster youth, and homeless youth. Students enroll with a wide range of academic performance levels, including those performing below grade level who require targeted intervention, as well as students performing at or above grade level who benefit from enrichment and advanced learning opportunities. Instructional supports, differentiation, and intervention structures are designed to ensure access to the full curriculum for all students.

As a public charter school, DLINC does not select or limit enrollment based on academic ability, language proficiency, or prior educational experience. The student population reflects the diversity of the surrounding community and includes students entering at the primary grade levels as well as students enrolling in later grades who seek access to a sustained bilingual educational pathway.

Program Entry and Access

DLINC's primary point of entry into the dual language immersion program is in transitional kindergarten and kindergarten. The instructional language allocation is structured to support second language acquisition and biliteracy development across grade levels. Students entering the program at later grades are welcomed and supported consistent with the Charter School's educational model and available resources.

The Charter School provides instruction in both Spanish and English throughout the grade span. The proportion of instructional time in each language varies by grade level and is designed to support access to the program for students with diverse linguistic backgrounds.

Goals and Philosophy

Vision

DLINC envisions bilingual, biliterate learners who are academically prepared, culturally competent, and equipped to contribute meaningfully in a diverse society.

Mission

To provide rigorous bilingual instruction in English and Spanish that fosters academic excellence and cross-cultural competence.

An Educated Person in the 21st Century

An educated person in the 21st century is one who is prepared to navigate a complex, interconnected world with knowledge, integrity, and purpose. Such a student demonstrates strong foundational knowledge, communicates effectively in more than one language, engages respectfully across cultures, and meets challenges with confidence and perseverance.

Multilingualism and Cultural Competence. An educated person communicates effectively in more than one language and demonstrates cultural awareness and empathy. Such a student values diverse perspectives, understands the relationship between language and identity, and engages constructively across cultural contexts.

Resilience and Intellectual Confidence. An educated person approaches learning with perseverance and adaptability. This student takes intellectual risks, reflects on mistakes, and demonstrates the confidence to persist through complex challenges.

Critical Thinking and Responsible Use of Information. An educated person evaluates information thoughtfully and applies knowledge with discernment. This student demonstrates digital literacy, ethical judgment, and the ability to analyze, synthesize, and communicate ideas effectively.

Foundational Knowledge and Lifelong Learning. An educated person possesses strong foundational knowledge across core academic disciplines and values learning as an ongoing pursuit. This student demonstrates curiosity, self-direction, and the motivation to continue growing beyond formal schooling.

How Learning Best Occurs

DLINC believes that learning occurs most effectively in a structured environment where expectations are clear, standards are high, and students are supported in striving for excellence. Students learn best when they understand what quality work looks like and are given consistent opportunities to practice, refine, and demonstrate mastery.

Learning deepens when foundational skills are developed alongside meaningful application. Fluency and accuracy in literacy and mathematics provide the tools necessary for higher-order thinking, while inquiry, discussion, and hands-on exploration allow students to construct understanding and connect ideas across disciplines.

Students learn most effectively when instruction is responsive to their needs. Ongoing assessment informs teaching, allowing educators to provide targeted support, appropriate challenge, and opportunities for enrichment. A balance of collaborative learning, guided instruction, and independent practice fosters both confidence and accountability.

Language is acquired most powerfully when it is embedded within rigorous academic content. Through sustained exposure to meaningful instruction in both English and Spanish, students develop bilingual proficiency as well as deep conceptual understanding. Language learning and academic learning are mutually reinforcing processes that strengthen cognition, communication, and cultural awareness.

Instructional Setting

DLINC operates as a site-based, classroom-based instructional program. Students attend in-person instruction on campus and participate in a structured daily schedule aligned to state instructional minute requirements and the Charter School's dual language immersion model.

The Charter School does not operate a "long-term" independent study program. All students are expected to participate in the full instructional program through in-person attendance, except in limited circumstances in which short-term independent study may be implemented in accordance with applicable law and Charter School policies (see below).

Instruction is delivered by credentialed teachers through direct instruction, guided practice, collaborative learning, and independent application within the classroom setting. The instructional environment emphasizes consistent routines, active student engagement, and regular interaction with peers and teachers to support both academic achievement and language development.

Independent Study

Independent study at the Charter School is governed by the Charter School's Board-adopted Independent Study Policy and is offered, upon request, to meet the short-term educational needs of enrolled pupils for a minimum of one school day and not more than fourteen (14) cumulative school days per school year. Independent study is an optional educational alternative in which no pupil may be required to participate.

The Charter School assures that the guidelines for independent study set forth in this Charter will be evident in the Charter School's annual audit, consistent with Education Code Section 47612.5(b).

The Charter School assures that it will comply with the requirement, pursuant to Education Code Section 51745.6(a) and Title 5, California Code of Regulations, Section 11704, that the ratio of average daily attendance for independent study pupils to full-time equivalent certificated employees responsible for independent study will not exceed a ratio of 25:1, or the equivalent ratio of average daily attendance to full-time equivalent certificated employees for all other educational programs operated by the largest unified school district in the county in which the Charter School operates, whichever is applicable.

Independent study will be coordinated, evaluated, and conducted under the general supervision of a certificated employee who possesses a valid certification document pursuant

to Education Code Section 44865 or an emergency credential pursuant to Education Code Section 44300, consistent with Education Code Section 51747.5(a).

The Charter School may claim apportionment credit for independent study only to the extent of the time value of pupil work product, as personally judged in each instance by a certificated teacher employed by the Charter School, consistent with Education Code Section 51747.5(b).

For all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the date an assignment is made and the date by which the pupil must complete the assigned work is twenty (20) school days.

The Executive Director or designee will conduct an evaluation to determine whether it is in the best interest of the pupil to remain in independent study, or to return to the regular school program, upon either of the following triggers: (i) the pupil fails to complete two (2) assignments during any period of four (4) school days; or (ii) the pupil's educational progress falls below satisfactory levels as determined through the Charter School's Student Success Team procedure, which considers the pupil's achievement and engagement (Education Code Section 52060(d)(4)-(5)), completion of assignments and assessments, learning of required concepts, and progress toward course completion, each as determined by the supervising teacher. A written record of any such evaluation is treated as a mandatory interim pupil record, maintained for three years, and forwarded to any California public school to which the pupil transfers.

A current written independent study agreement is maintained on file for every independent study pupil. Except as provided below for agreements of fewer than fifteen (15) school days, the written agreement is signed prior to the commencement of independent study by the pupil; the pupil's parent, legal guardian, or caregiver if the pupil is less than eighteen (18) years of age; the certificated employee designated with general supervisory responsibility for the pupil's independent study; the certificated employee designated with responsibility for the pupil's special education programming, as applicable; and any other person with direct responsibility for providing assistance to the pupil. For a pupil whose independent study is scheduled for fewer than fifteen (15) school days, the written agreement is signed within ten (10) school days of the commencement of the pupil's independent study, consistent with Education Code Section 51747(a) and (c). Written agreements may be signed using an electronic signature meeting state and federal standards.

Each written agreement is processed and maintained in accordance with Education Code Section 51747(g), and includes, at minimum: (1) the manner, time, frequency, and place for submitting the pupil's assignments, for reporting the pupil's academic progress, and for

communicating with the pupil's parent or guardian regarding academic progress; (2) the objectives and methods of study for the pupil's work and the methods used to evaluate that work; (3) the specific resources, including materials, personnel, connectivity, and devices, that will be made available to the pupil; (4) a statement of the policies described above governing the maximum time between assignment and completion, and the number of missed assignments allowed before an evaluation of continued participation; (5) the duration of the agreement, including beginning and ending dates, which will not exceed one school year; (6) a statement of the course credits, or for elementary grades, other measures of academic accomplishment, to be earned upon completion; and (7) a statement that independent study is an optional educational alternative in which no pupil may be required to participate.

The Charter School provides academic and other supports needed to address the needs of independent study pupils who are not performing at grade level or who require additional support, including English learners, individuals with exceptional needs (consistent with the pupil's IEP or Section 504 plan), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports, and provides content aligned to grade-level standards that is substantially equivalent to in-person instruction.

The Charter School has adopted tiered reengagement procedures, consistent with Education Code Section 51747(d), applicable to any pupil who is not generating attendance for more than ten percent (10%) of required minimum instructional time over four continuous weeks, who is not participatory in scheduled synchronous instruction for more than fifty percent (50%) of scheduled synchronous minutes in a school month as applicable by grade span, or who is in violation of the pupil's written independent study agreement under Education Code Section 51747(g). The Charter School's Board-adopted Independent Study Policy, incorporated herein by reference and attached as Appendix H, sets forth the applicable outreach timelines, escalation tiers, and required pupil-parent-educator conference procedures. The Charter School shall comply with Education Code Sections 51745 through 51749.3 and applicable State Board of Education regulations.

Instructional Design

DLINC implements a standards-based, integrated dual language immersion model designed to develop bilingualism, biliteracy, and academic mastery across core subject areas. Instruction is aligned to the California Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), History-Social Science Framework, and English Language Development (ELD) Standards, and the remaining State Content Standards (hereinafter, collectively “State

Standards"). The instructional framework is designed to provide equitable access to rigorous content for all learners, including English Learners and students with disabilities.

Dual Language Immersion Framework

DLINC utilizes a research-based 90:10 dual language immersion model in which Spanish and English are systematically allocated across grade levels to support balanced biliteracy development and long-term academic achievement.

- **Transitional Kindergarten:** Full Spanish immersion
- **Kindergarten through Grade 2:** Language Arts and Mathematics are taught in Spanish; Science and Social Studies are integrated with designated English language development time
- **Grades 3 through 8:** Language Arts and Mathematics are taught in English; Science and Social Studies are taught in Spanish

This intentional language allocation ensures sustained, standards-based academic instruction in both languages over time. Early emphasis on Spanish literacy establishes strong phonological awareness and foundational reading skills that transfer to English. For native English speakers, sustained exposure accelerates second-language acquisition. For English Learners, primary language literacy strengthens comprehension, vocabulary development, and overall academic confidence.

Language development is integrated with academic content rather than taught in isolation. Students develop academic vocabulary, discourse patterns, and complex language structures in both languages through meaningful engagement with grade-level standards. The model promotes cognitive flexibility, metalinguistic awareness, and cross-linguistic transfer, supporting high levels of achievement for diverse learners.

Integrated and Interdisciplinary Approach

Instruction is intentionally interdisciplinary. Language development is embedded within mathematics, science, and social studies instruction, and academic vocabulary is reinforced across subjects. Students engage in project-based learning experiences, research, and presentations that connect content areas and promote transfer of knowledge.

Science and social studies instruction emphasize inquiry, historical analysis, and real-world application. Students participate in hands-on investigations, research projects, and thematic expositions that integrate writing, art, mathematics, and cultural study. These culminating

experiences allow students to synthesize learning across disciplines while strengthening both oral and written communication skills.

Literacy Development

The literacy program emphasizes structured reading instruction, vocabulary development, and writing as a process. All incoming kindergarten students receive universal screening for reading difficulties, including dyslexia, utilizing state approved assessment tools. This screening continues, annually, for all students through the second grade. Students receive systematic instruction in foundational skills, comprehension strategies, and academic discourse aligned to grade-level standards. Writing instruction follows a process-oriented model that includes drafting, revision, and refinement. Students develop handwriting fluency and structured composition skills prior to publication of final drafts.

To strengthen the schoolwide culture of reading and build staff capacity, five teachers are receiving Orton-Gillingham training during summer 2026. This structured, multisensory approach will further support explicit instruction in phonemic awareness, phonics, decoding, spelling, and other foundational literacy skills.

Small-group instruction is used strategically to address specific literacy needs identified through ongoing assessment. Three of DLINC's classroom teachers are trained and certified reading specialists. They bring this specialized expertise directly to the literacy instruction provided within their own classrooms, using a clinical instructional model in which groups are intentionally structured, targeted skills are taught through prescriptive lessons, and the amount of time devoted to each area is based on student need. These teacher-specialists also support their colleagues by providing literacy guidance, sharing effective instructional practices, and contributing schoolwide leadership in reading instruction.

Students requiring additional intervention may be referred by their classroom teachers to after-school reading clinics, where they receive more intensive, targeted instruction from the trained reading specialists. Students who demonstrate advanced proficiency receive appropriate extension opportunities.

Mathematics Instruction

Mathematics instruction emphasizes conceptual understanding, multiple problem-solving strategies, and structured practice aligned to the State Standards. Manipulatives and visual models support abstract reasoning, while deliberate rehearsal builds computational fluency. Regular spiral review reinforces mastery and supports long-term retention of skills.

Small-group mathematics instruction allows teachers to respond to specific skill gaps and provide differentiated support. DLINC also uses a strategic push-in model in grades 3–5, with the middle school mathematics teacher leading targeted small groups while the class teacher works with the remaining students. This increases opportunities for focused instruction, timely feedback, and access to grade-level content for students performing below, at, or above standard.

Assessment-Driven Instruction

Instructional planning is informed by ongoing formative and summative assessment. Teachers use multiple measures to monitor progress toward grade-level mastery and bilingual proficiency. Assessment results guide differentiation, targeted small-group instruction, and the provision of academic interventions and enrichment.

This systematic, standards-aligned approach ensures that all students, including English Learners, students with disabilities, and students achieving above or below grade-level expectations, are supported in making measurable academic progress within the dual language model. Instructional technology further supports this approach by facilitating access to curriculum, enabling differentiated instruction, and supporting both formative and summative assessment practices.

Instructional Technology and Assessment Readiness

DLINC integrates instructional technology in a purposeful and developmentally appropriate manner to support student learning, enhance instructional delivery, and ensure readiness for state and local assessments. Technology use is aligned to the Charter School's dual language immersion model and is designed to complement, rather than replace, direct instruction, with an emphasis on oral language development, literacy, and academic discourse.

Students have structured access to technology across grade levels, including scheduled computer lab time and classroom-based devices that support differentiated instruction and targeted skill development. The Charter School maintains a student-to-device ratio sufficient to ensure that students have regular and equitable access to technology for instruction and assessment. In the primary grades, technology is used to reinforce foundational literacy through research-based programs such as Lexia and Raz Kids. Across grade levels, technology is used to support specific instructional objectives, guided research, and skill practice aligned to grade-level standards, including the development of digital literacy skills embedded within the State Standards.

Technology use is carefully monitored and structured to ensure age-appropriate access, student engagement, and alignment to instructional goals. Teachers provide clear parameters for technology use, including designated instructional tasks, approved digital resources, and active supervision. Instruction in digital citizenship and responsible technology use is incorporated into the instructional program to promote safe and appropriate student use of technology.

DLINC maintains sufficient technology infrastructure to support administration of state assessments, including the California Assessment of Student Performance and Progress and the ELPAC. Students have access to devices necessary to participate in required assessments, and the Charter School ensures that hardware, software, and connectivity meet applicable state testing requirements. Technology is also used to support local assessments, including benchmark and diagnostic assessments, which may be administered through digital platforms.

State assessments are administered in accordance with California Department of Education guidelines. Staff receive training on test administration procedures, technology use, and assessment security protocols to ensure valid, secure, and reliable testing conditions. Instructional staff also receive ongoing professional development in the effective use of educational technology to support instruction, differentiation, and assessment.

Students with disabilities have access to appropriate assistive and adaptive technologies as identified in their individualized education programs (IEPs) or Section 504 Plans. These supports ensure equitable access to the curriculum, participation in assessments, and progress toward individualized goals.

Technology resources and practices are reviewed periodically to ensure continued alignment with instructional priorities, student needs, and state requirements.

Teaching Methods and Curriculum

DLINC employs a structured, standards-aligned instructional approach that integrates direct instruction, guided practice, collaborative learning, and independent application. Teaching methods are selected to ensure mastery of grade-level standards while supporting bilingual development.

Core Teaching Methods

Instruction across grade levels incorporates:

- Gradual Release of Responsibility (“I do, We do, You do”)
- Structured academic discourse and language scaffolds

- Small-group differentiated instruction informed by assessment data
- Spiral review to reinforce skill retention
- Inquiry-based learning and project-based applications
- Hands-on and manipulative-supported instruction in mathematics and science

Teachers provide explicit instruction in foundational skills while facilitating opportunities for students to apply learning through discussion, research, writing, and interdisciplinary projects. This balanced approach ensures both skill fluency and conceptual depth.

Small-group instruction is implemented systematically in literacy and mathematics to provide targeted intervention and enrichment. Groupings are flexible and responsive to ongoing assessment results. This model allows teachers to address specific skill gaps while maintaining access to grade-level content.

English Language Arts

The English Language Arts program is aligned to the State Standards and emphasizes:

- Foundational reading skills
- Vocabulary development and academic language
- Reading comprehension across literary and informational text
- Writing across genres, including narrative, informational, and argumentative forms
- Structured writing processes that include drafting, revision, and editing

Students engage in daily reading and writing instruction. Writing development emphasizes structured composition, organization of ideas, and clarity of expression. Literacy instruction is delivered in the designated language of instruction according to the dual language allocation model.

Mathematics

Mathematics instruction is aligned to the State Standards for Mathematics and emphasizes:

- Conceptual understanding
- Procedural fluency
- Mathematical reasoning and problem-solving

- Multiple solution strategies
- Mathematical discourse

Instruction incorporates manipulatives, visual models, and structured practice to build both conceptual understanding and computational accuracy. Regular review supports long-term retention of mathematical concepts.

Science

Science instruction is aligned to the Next Generation Science Standards and is delivered in Spanish in Grades 3–8. Instruction emphasizes inquiry, scientific reasoning, and real-world application. Students engage in hands-on investigations, data analysis, and structured scientific writing to deepen conceptual understanding and academic vocabulary.

History-Social Science

History-Social Science instruction is aligned to the History-Social Science Framework and Content Standards and is delivered in Spanish in Grades 3–8. Students engage in historical inquiry, research, primary source analysis, and interdisciplinary projects that integrate reading and writing skills.

Core Instructional Materials

DLINC utilizes state-adopted and standards-aligned instructional materials to implement its dual language immersion model. Curriculum materials are selected based on alignment to State Standards, support for bilingual implementation, accessibility for diverse learners, and demonstrated effectiveness in promoting student achievement.

Curriculum selection and review are conducted collaboratively by Charter School leadership and instructional staff. Materials are evaluated through analysis of student performance data, including state and local assessments, as well as teacher feedback and observations of instructional effectiveness.

Curriculum materials are reviewed on an ongoing basis, with more comprehensive review occurring as part of the Charter School's annual planning and continuous improvement processes. Based on these reviews, materials may be refined, supplemented, or replaced to ensure continued alignment with state standards, the Charter School's instructional model, and the needs of students.

Subject	Instructional Materials	Publisher	Grades	Language of Instruction
Spanish Language Arts	Adelante	Benchmark Education Company	TK–6	Spanish
Spanish Language Arts	Galería de lengua y cultura	Vista Higher Learning	7-8	Spanish
English Language Arts	Advance	Benchmark Education Company	K-5	English
English Language Arts	Collections Close Readers	HMH HMH	6-8	English
English Language Development	Express Wordly Wise	Benchmark Education Company EPS Learning	K-5	English
Mathematics	Eureka Math	Great Minds	TK–2	Spanish
Mathematics	Eureka Math	Great Minds	3–8	English
Science	Let's Find Out Spanish	Scholastic	TK–2	Spanish (primary) / English support
Science	Science Weekly	Studies Weekly	3–5	Spanish
Science	Science Alive	TCI	6-8	Spanish
History-Social Science	Let's Find Out Spanish	Scholastic	TK–2	Spanish (primary) / English support
History-Social Science	Social Studies Weekly	Studies Weekly	3–5	Spanish
History-Social Science	History Alive	TCI	6-8	Spanish

Subject	Instructional Materials	Publisher	Grades	Language of Instruction
Social Emotional Learning	7 Mindsets	Base Education/ XSEL Labs	TK–8	English and/or Spanish
Physical Education	CA Framework Pacing		TK–8	English and/or Spanish

Language allocation reflects DLINC's 90:10 dual language immersion model as described in the Instructional Design section.

Staff Recruitment and Professional Development

DLINC employs a systematic and ongoing approach to staff recruitment and professional development that supports the implementation of its dual language immersion educational program and promotes continuous improvement. The Charter School recruits, hires, and retains qualified staff who are prepared to serve a diverse student population in a bilingual instructional setting.

DLINC recruits certificated and noncertificated staff through multiple channels, including professional networks, educator preparation programs, and targeted outreach designed to attract candidates with experience or interest in dual language immersion education. Instructional staff hold appropriate California credentials for their assignments, and recruitment practices prioritize candidates who demonstrate the skills, dispositions, and commitment necessary to support a rigorous bilingual learning environment.

Professional development at DLINC is an integral and ongoing component of the school's instructional program. It is designed to strengthen staff capacity, support consistent and high-quality instructional practices across grade levels and content areas, and ensure that all students, including English Learners, students with disabilities, and students performing above or below grade-level expectations, receive effective instruction. DLINC also uses professional learning to foster a collaborative culture in which staff engage in shared reflection, collective problem-solving, and continuous improvement.

Professional development is provided through a combination of non-student day trainings, monthly professional learning sessions, targeted learning opportunities embedded in staff meetings, collaborative planning and data analysis, and ongoing instructional coaching and evaluation. These structures allow staff to respond to student achievement data, address

identified instructional priorities, strengthen alignment across classrooms, and deepen implementation of the school's bilingual and dual language immersion model.

DLINC uses the 5 Dimensions of Teaching and Learning framework as a common structure for instructional coaching, teacher reflection, classroom observation, feedback, and evaluation. Through observations, feedback conversations, and related professional learning, teachers receive targeted support in areas directly connected to student outcomes, including standards-aligned learning targets, meaningful student engagement, rigorous intellectual work, formative assessment, instructional scaffolding, and positive classroom culture. The framework promotes a shared understanding of effective instruction, supports consistent implementation of the educational program, and builds teacher capacity over time.

DLINC also provides orientation and onboarding support for newly hired staff to ensure familiarity with the Charter School's mission, instructional program, policies, and expectations. Staff who are new to dual language immersion settings receive additional guidance and support to help them participate effectively in the bilingual instructional environment and implement the school's instructional model with fidelity.

Academic Calendar and Schedules

DLINC will have a minimum of 175 days of instruction for each fiscal year and offer, at a minimum, the following number of minutes of instruction:

A. TK and kindergarten – 36,000 minutes

B. Grades 1-3, inclusive – 50,400 minutes

C. Grades 4-8, inclusive – 54,000 minutes

Academic Calendar

Dual Language Immersion North County

Academic Calendar 2026-27

	JULY '26							JANUARY '27							17
	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	
4 Independence Day				1	2	3	4						1	2	1-5 Winter Break
	5	6	7	8	9	10	11	3	4	5	6	7	8	9	5 Profess. Dev - No School
	12	13	14	15	16	17	18	10	11	12	13	14	15	16	
	19	20	21	22	23	24	25	17	18	19	20	21	22	23	18 M. L. King Day
	26	27	28	29	30	31		24	25	26	27	28	29	30	
								31							
10	AUGUST '26							FEBRUARY '27							18
	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	
							1		1	2	3	4	5	6	
	2	3	4	5	6	7	8	7	8	9	10	11	12	13	12, 15 President's Days
10-17 Teachers & Staff Return	9	10	11	12	13	14	15	14	15	16	17	18	19	20	
18 School Begins	16	17	18	19	20	21	22	21	22	23	24	25	26	27	
Wednesdays - Minimum Days	23	24	25	26	27	28	29	28							
	30	31													
21	SEPTEMBER '26							MARCH '27							20
	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	
7 Labor Day			1	2	3	4	5		1	2	3	4	5	6	5 Second Trimester Ends
	6	7	8	9	10	11	12	7	8	9	10	11	12	13	
	13	14	15	16	17	18	19	14	15	16	17	18	19	20	
	20	21	22	23	24	25	26	21	22	23	24	25	26	27	26 Profess. Dev - No School
	27	28	29	30				28	29	30	31				29-31 Spring Break
19	OCTOBER '26							APRIL '27							20
	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	
					1	2	3					1	2	3	1-2 Spring Break
	4	5	6	7	8	9	10	4	5	6	7	8	9	10	
14 Profess. Dev - No School	11	12	13	14	15	16	17	11	12	13	14	15	16	17	
15-16 Parent/Teacher Conf. (No School)	18	19	20	21	22	23	24	18	19	20	21	22	23	24	
	25	26	27	28	29	30	31	25	26	27	28	29	30		
15	NOVEMBER '26							MAY '27							20
	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	
	1	2	3	4	5	6	7							1	
11 Veteren's Day	8	9	10	11	12	13	14	2	3	4	5	6	7	8	
13 First Trimester Ends	15	16	17	18	19	20	21	9	10	11	12	13	14	15	
23-27 Thanksgiving Break	22	23	24	25	26	27	28	16	17	18	19	20	21	22	
	29	30						23	24	25	26	27	28	29	24 Memorial Day
								30	31						
13	DECEMBER '26							JUNE '27							7
	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	
			1	2	3	4	5			1	2	3	4	5	
	6	7	8	9	10	11	12	6	7	8	9	10	11	12	9 Last Day of School
18-31 Winter Break	13	14	15	16	17	18	19	13	14	15	16	17	18	19	10 Promotion
	20	21	22	23	24	25	26	20	21	22	23	24	25	26	11 Teacher Work Day
	27	28	29	30	31			27	28	29	30				19 Junteenth

Wednesdays - Minimum Days with an Early Release

School Year	180 days
1st Trimester	59 days
2nd Trimester	59 days
3rd Trimester	62 days

The following bell schedules are in place for the 2025-26 academic year. School Begins at 8:30 a.m. and ends at 3:00 p.m.

DLINC Regular Bell Schedule 2025-2026

Time	Activity	Grade Level
8:30 a.m.	Classes Begin	TK-8
9:30-9:45	Morning Recess	TK/K
9:45-10:00	Morning Recess	1st, 2nd
10:00-10:20	Morning Recess	3rd, 4th, 5th
10:43-10:53	Nutrition Break	6th, 7th, 8th
11:00-11:35	15 min Lunch/20 min Recess	TK/K
11:35-12:10	15 min Lunch/20 min Recess	1st, 2nd
12:00-12:35	15 min Lunch/20 min Recess	3rd, 4th, 5th
12:50-1:25	15 min Lunch/20 min Recess	6th, 7th, 8th
1:25-1:40	Afternoon Recess	TK/K
3:00 -3:15	Classes End, Dismissal	All grades

Wednesdays 1 p.m. Dismissal

Time	Activity	Grade Level
8:30 a.m.	Classes Begin	TK-8
—	No recess	3-8
9:30-9:45, 9:45-10	Recess	TK-2
10:30-11:00	15 min Lunch/15 min Recess	TK/K
11:00- 11:30	15 min Lunch/15 min Recess	1st, 2nd
11:30-12:00	15 min Lunch/15 min Recess	3rd/4th/5th
11:45-12:15	15 min Lunch/15 min Recess	6th/7th/8th

1:00-1:15 p.m.	Classes End, Dismissal	All grades

Sample Daily Bell Schedules

DLINC utilizes grade-span schedules that reflect developmental needs while maintaining consistency in instructional minutes and program design. Daily schedules include dedicated time for core content, dual language instruction, and designated English Language Development. While specific schedules vary slightly by grade level, all students receive instruction aligned with state minute requirements and the Charter School's dual language immersion model.

Representative Daily Schedule - Primary Grades (TK-2)

Time	Instructional Block	Language	Notes
8:30 – 9:45	Mathematics	Spanish (early grades emphasis)	Core instruction aligned to 90/10 model
9:45 – 10:00	Recess	—	
10:00 – 11:30	Spanish Language Arts	Spanish	Literacy foundation in primary language
11:30 – 12:10	Lunch	—	
12:10 – 1:30	Science / Social Studies/Literacy	Primarily Spanish	Integrated content instruction
1:30 – 2:00	Designated ELD	English	Minimum 30 minutes daily for ELs
1:30-2:50	English Language Arts / Literacy	English	Gradual increase in English exposure
2:50 – 3:00	Closure / Dismissal	—	

Instructional Model Notes: Primary grades follow a 90/10 dual language immersion model, with the majority of instruction delivered in Spanish and increasing exposure to English over time. Designated ELD is provided daily for English Learners within the instructional day.

Representative Daily Schedule – Upper Elementary (Grades 3–5)

Time	Instructional Block	Language	Notes
8:30 – 10:00	Math	English	Core instruction varies by grade level
10:00 – 10:20	Recess	—	
10:20 – 10:50	Designated ELD	English	Targeted instruction based on proficiency
10:20 – 12:00	English Language Arts	English	Increased English academic instruction
12:00 – 12:35	Lunch	—	
12:35 – 1:45	Spanish Language Arts	Spanish	Continued biliteracy development
1:45 – 3:00	Science / Social Studies	Spanish	Reinforces academic language in Spanish

Instructional Model Notes: Upper elementary schedules vary slightly by grade level, with some rotation of subjects (e.g., math and Spanish Language Arts) to support staffing and program design. This representative schedule reflects consistent instructional minutes, a balanced bilingual approach, and a protected daily Designated ELD block.

Representative Daily Schedule – Middle School (Grades 6–8)

Time	Instructional Block	Language	Notes
8:30 – 9:35	Period 1 (ELA / Math / SLA)	English / Spanish	Departmentalized schedule
8:30-9:00	Designated ELD / Content Support	English	Targeted instruction based on proficiency
9:35 –	Period 2 (Math / SLA /	English /	Departmentalized schedule

Time	Instructional Block	Language	Notes
10:43	ELA)	Spanish	
10:43 – 10:53	Nutrition Break	—	
10:53 – 11:58	Period 3 (SLA / ELA / Math)	English / Spanish	Departmentalized schedule
12:00 – 12:50	Period 4 (Science / Social Studies / PE)	English / Spanish	Departmentalized schedule
12:50 – 1:20	Lunch	—	
1:20 – 2:07	Period 5 (Science / Social Studies / PE)	English / Spanish	Departmentalized schedule
2:07– 3:00	Period 6 (Science / Social Studies / PE)	English / Spanish	Departmentalized schedule

Instructional Model Notes: Middle school operates on a departmentalized schedule with content delivered in both English and Spanish, consistent with the dual language immersion model. English Learners receive designated ELD daily within the schedule, along with integrated language support across all content areas.

Instructional Minutes Compliance

DLINC meets or exceeds the minimum annual instructional minutes required pursuant to California Education Code Section 47612.5. Instructional minutes are derived from the adopted academic calendar, daily bell schedules, and instructional program design. Variations in schedules across grade levels reflect developmental needs and the dual language immersion model while ensuring compliance with all statutory requirements.

Grade Span	Minimum Required Annual Minutes	DLINC Annual Instructional Minutes

Grade Span	Minimum Required Annual Minutes	DLINC Annual Instructional Minutes
TK–K	36,000	54,180
Grades 1–3	50,400	57,060
Grades 4–5	54,000	56,880
Grades 6–8	54,000	58,320

Notes:

- Instructional minutes exclude recess, lunch, and nutrition breaks
- Wednesday early release schedules have been incorporated into annual totals
- Designated English Language Development (ELD) and dual language immersion instruction are included as instructional time
- While schedules vary slightly by grade level, all grade spans exceed minimum statutory requirements

Meeting the Needs of All Learners

DLINC is committed to meeting the needs of all learners through a comprehensive instructional program that recognizes individual strengths, challenges, and learning profiles. The Charter School supports students across a range of academic abilities, language proficiencies, and educational needs through differentiated instruction, targeted supports, and ongoing monitoring of student progress.

Plan for Students Who Are Academically Low-Achieving

DLINC supports students who are performing below grade level through the use of differentiated instructional strategies and data-informed decision-making. Teachers regularly review assessment data and classroom performance to identify students who require additional academic support. Instructional adjustments, small-group instruction, and targeted

interventions are implemented within the general education setting to address identified needs. Student progress is monitored on an ongoing basis to inform instructional planning and ensure responsiveness to student growth.

Plan for Students who are Academically High-Achieving

Students performing at or above grade level are supported through instructional practices that provide opportunities for depth, complexity, and extension of learning. Teachers differentiate instruction to challenge high-achieving students through enriched content, higher-order thinking tasks, and opportunities for independent and collaborative learning. These practices are embedded within the classroom instructional program and aligned to grade-level standards.

›Plan for English Learners

DLINC is committed to the success of English Learners (ELs) and implements a comprehensive program aligned with state and federal requirements for identification, instruction, monitoring, and reclassification. The Charter School's dual language immersion model provides a strong foundation for language acquisition while ensuring access to grade-level academic content.

Identification and Placement
All students complete a Home Language Survey upon initial enrollment in a California public school. Students whose primary language is not English are assessed using the English Language Proficiency Assessments for California within 30 calendar days of enrollment and annually thereafter until they are reclassified.

ELPAC results are used to determine English Learner status, inform instructional planning, and communicate student progress to families. Parents are notified of results, program placement, and reclassification criteria in a timely manner.

Integrated and Designated English Language Development
DLINC provides both integrated and designated English Language Development aligned to the California ELD Standards:

- **Integrated ELD:** Language development is embedded throughout all content areas, including English Language Arts, mathematics, science, and social studies, using structured strategies to support comprehension and academic language development, such as structured oral language practice, academic discourse, and scaffolded instruction to ensure access to grade-level content.

- **Designated ELD:** All English Learners at ELPAC Performance Levels 1–3 receive a minimum of 30 minutes of daily designated ELD instruction focused on developing proficiency in listening, speaking, reading, and writing in English. Instruction is differentiated based on students' proficiency levels.

Alignment to Dual Language Immersion Model

As a 90/10 dual language immersion program, DLINC supports English Learners through:

- Strong development of literacy in Spanish as a foundation for English acquisition
- Intentional cross-linguistic transfer and academic language development
- Structured progression of English language development alongside content mastery

All students are considered language learners within the program, while additional supports are provided to English Learners to ensure equitable access and achievement.

Progress Monitoring and Use of Data

DLINC utilizes multiple measures to monitor English Learner progress, including:

- ELPAC results
- SBAC English Language Arts performance
- NWEA benchmark assessments
- Classroom performance and grades

Student data are reviewed regularly by teachers, administrators, and the English Learner Committee to monitor growth in comprehension, fluency, vocabulary, and overall academic achievement. Each English Learner maintains an ELD folder documenting assessment results, progress, and reclassification status. Teachers provide quarterly updates to parents regarding English language development.

Reclassification Procedures

DLINC uses multiple criteria to determine reclassification to Reclassified Fluent English Proficient (RFEP), including:

- ELPAC overall performance level of 4
- SBAC English Language Arts performance

- Teacher evaluation of academic language proficiency and grade-level performance
- Parent consultation and input

Reclassified students are monitored for a minimum of two years to ensure continued academic success.

Intervention and Support
English Learners who are not making expected progress receive additional support through targeted interventions, including:

- Small group instruction and differentiated support
- Additional ELD instruction
- Academic interventions for students performing at “Nearly Met” or “Not Met” levels on SBAC

Intervention placement is determined through analysis of ELPAC, SBAC, and local assessment data during SSTs and collaborative data review cycles.

Family Engagement and Communication
DLINC actively engages families of English Learners through:

- Parent meetings to review ELPAC results and reclassification criteria
- Communication in families’ home languages, to the extent practicable
- Monthly Coffees with the Principal in which families of English Learners can provide feedback on the LCAP and Wellness.

Staffing and Professional Development
All teachers are appropriately authorized to serve English Learners. Staff receive ongoing professional development on:

- ELPAC data and instructional implications
- Research-based strategies including SDAIE, scaffolding, and differentiated instruction
- Culturally relevant teaching practices and language acquisition strategies

Administrators monitor implementation through classroom observations and evaluation processes to ensure effective support for English Learners.

Plan for Students with Special Needs

DLINC supports students with disabilities through inclusive instructional practices and collaboration between general education and specialized support staff. Students with disabilities participate in the general education program to the maximum extent appropriate and receive supports and services in accordance with their individualized education programs or Section 504 Plans. Special education services and compliance requirements are described in further detail in the Special Education Plan section of this Element. Instructional accommodations and modifications are implemented to ensure access to the curriculum and support student progress within the Charter School's educational model.

Special Education Plan

DLINC provides special education services in accordance with the IDEA, Section 504, the ADA, and applicable provisions of the Education Code, including Education Code section 47641. The Charter School ensures that all students with disabilities receive a free appropriate public education in the least restrictive environment.

DLINC is its own LEA and is a member of the El Dorado County Charter Special Education Local Plan Area (SELPA). Through this membership, the Charter School accesses special education programs and services, fulfills its legal responsibilities, and receives and allocates funding in accordance with the SELPA's allocation plan and applicable policies and procedures. The Charter School is responsible for providing special education instruction and related services to all enrolled students with disabilities, regardless of the student's district of residence.

The Charter School follows established procedures to identify, assess, and determine eligibility for special education services in accordance with applicable timelines and requirements. No student shall be denied admission based on disability or the need for special education services.

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities, and all instruction will be in a safe environment. The Charter School is responsible

for providing special education, instruction and related services to the students enrolled in the school regardless of students' district of residence. The Charter School will assume full responsibility for appropriate accommodations to address the needs of any student.

The terms of any agreements made with the SELPA will be met regarding the organization, implementation, administration, and operation of the SELPA.

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. Any student potentially in need of Section 504 services will receive such services.

A 504 team shall be assembled by the Executive Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team 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's 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 free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

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

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

Services for Students under the "IDEA"

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

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

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

Staffing

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

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

Notification and Coordination

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

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School 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.

The Charter School 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. The Charter School 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

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

IEP Development

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

IEP Implementation

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

responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

DLINC provides special education services in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and all applicable provisions of the California Education Code, including Education Code section 47641. The Charter School ensures that all students with disabilities receive a free appropriate public education in the least restrictive environment and will not deny admission to any student based on disability or the need for special education services. All instruction will occur in a safe and accessible environment, and DLINC assumes full responsibility for providing appropriate accommodations and modifications to meet the needs of any student.

DLINC is its own Local Education Agency (LEA) for special education purposes and is a member of the El Dorado County Charter Special Education Local Plan Area (SELPA). Through this membership, DLINC accesses special education programs and services, fulfills its legal responsibilities, and receives and allocates funding in accordance with the SELPA's allocation plan, policies, and procedures. DLINC understands that it is fiscally responsible for its fair share of any encroachment on general funds and for any legal fees relating to the application and assurances process. DLINC affirms that it is located within the SELPA's geographic boundaries and will meet all terms of the SELPA Agreement regarding organization, implementation, administration, and operation of the SELPA.

DLINC implements a cohesive and comprehensive special education service model aligned with the El Dorado Charter SELPA's policies, procedures, and local-service structure. As a local-service member, DLINC provides all special education instruction and related services on site or through contracted providers, while the SELPA passes through state and federal special education revenues and provides oversight, compliance monitoring, and technical assistance. DLINC maintains a strong on-site team consisting of two Education Specialists and one Speech-Language Pathology Assistant (SLPA). The SLPA collaborates closely with a remote Speech-Language Pathologist (SLP), who conducts assessments, participates in IEP meetings, and provides clinical guidance. A remote case manager, who also holds an Education Specialist credential, coordinates IEP scheduling, facilitates meetings, and manages SEIS and CALPADS reporting to ensure compliance with SELPA timelines and state requirements.

DLINC also has access to two school psychologists, one Spanish-speaking and one English-speaking, who conduct psychoeducational assessments, participate in IEP meetings, and support students with intensive behavioral needs. The English-speaking psychologist additionally provides Tier 3 behavioral intervention for students whose needs persist despite Tier 1 and Tier 2 supports. Tier 3 supports may include individualized behavior plans,

crisis-response strategies, functional behavior assessments, and intensive collaboration with families and staff. DLINC also contracts with a remote Occupational Therapist (OT) for assessments and services. All remote practitioners are contracted through Stepping Stones Group, allowing DLINC to maintain a comprehensive service model despite its small size.

DLINC provides both push-in and pull-out services depending on student needs, IEP goals, and instructional context. For students in the dual-language program, services are delivered in the language that ensures access, comprehension, and meaningful progress, consistent with IDEA requirements. When appropriate, Spanish-language services are provided by Spanish-speaking staff, including the bilingual psychologist and Education Specialists.

DLINC follows established procedures to identify, assess, and determine eligibility for special education services in accordance with applicable timelines and requirements. A Student Study Team (SST) process is implemented to support early intervention, and any student potentially in need of Section 504 services will receive such services. DLINC is responsible for providing special education instruction and related services to all enrolled students with disabilities, regardless of the student's district of residence. DLINC will notify the district of residence and authorizing LEA when a student with an IEP enrolls, becomes eligible or ineligible, or exits the Charter School. DLINC will ensure smooth transitions when students with IEPs enroll in or transfer out of the Charter School, including timely transfer of records, coordination with the receiving LEA, and continuation of services during transition.

Special Education Fiscal Allocation Plan

DLINC receives approximately $310,000 annually in special education revenues through the El Dorado Charter SELPA, including state AB 602 funds and federal IDEA Part B funds. As a local-service model member, DLINC budgets these funds to provide all required special education services on site and through contracted providers. DLINC's two Education Specialists are funded through special education revenues (approximately $91,000 and $65,000 annually), with remaining funds allocated to contracted services including SLP, SLPA supervision, OT, psychological services, case management, and increased assessment needs. DLINC's special education population has grown by approximately 5% since the prior charter renewal, and assessment requests continue to increase each year, requiring careful fiscal planning and alignment with SELPA guidance.

DLINC has consulted with the El Dorado Charter SELPA and will continue to do so throughout the charter term. Evidence of consultation, including confirmation of application receipt, is maintained by the Charter School.

Interim and Initial Placements of New Charter School Students

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

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

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

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

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

Parent/Guardian Concerns and Complaints

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

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

Due Process Hearings

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

Legal Fees

The Charter School shall be responsible for any and all legal fees relating to the application and assurances process.

SELPA Representation

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

Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA. The Charter School is fiscally responsible for its fair share of any encroachment on general funds.

ELEMENT TWO: Measurable Student Outcomes

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

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

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

The current LCAP is on file with the County and is also available on our website at https://www.dlinorthcounty.org/finance-and-accountability. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

DLINC establishes measurable student outcomes that define the skills, knowledge, and attitudes students are expected to demonstrate as a result of participation in the Charter School's educational program. These outcomes apply schoolwide and to all numerically significant student subgroups, as defined in Education Code section 52052. Measurable student outcomes are aligned to applicable state priorities identified in Education Code section 52060 and are reflected in the LCAP, included in Appendix A. These outcomes are derived from and support the Charter School's mission and instructional design, including its dual language immersion model and emphasis on interdisciplinary, project-based learning. Outcomes are measured using multiple objective measures, including state and local assessments, and are monitored over time to evaluate increases in student proficiency and growth for all pupils and student subgroups.

Measurable Student Outcomes

DLINC's measurable student outcomes are designed to ensure increases in pupil academic achievement for all students and student subgroups. These outcomes reflect acquisition of grade-level standards, progress toward state performance expectations, and growth over time as measured by state and local assessments, benchmark assessments, and classroom-level measures. Outcomes support academic progression within and across grade spans and are monitored through multiple measures to ensure that students demonstrate continuous improvement.

DLINC's measurable outcomes align with the state priorities described in EC 52060(d), including implementation of state standards, pupil achievement, pupil engagement, school climate, course access, and other pupil outcomes. These priorities guide DLINC's assessment system, instructional planning, and reporting, ensuring that student progress is evaluated in a manner consistent with statewide expectations.

DLINC's outcomes address the California Common Core State Standards, Next Generation Science Standards, California ELD Standards, and the California History–Social Science Framework. Students demonstrate progress toward grade-level expectations through mastery of foundational literacy skills in the primary grades, disciplinary literacy and content-specific skills in the upper grades, mathematical reasoning and problem-solving, scientific inquiry aligned to NGSS, academic language development in English and Spanish, and the application of knowledge across content areas. Benchmark assessments and classroom-level skill development ensure that students progress toward state performance standards throughout the year.

These measurable outcomes align with DLINC's mission and dual-language instructional design. The School's mission emphasizes bilingualism, biliteracy, critical thinking, and global competence, and exit outcomes reflect these commitments. By the end of each grade span, students demonstrate academic proficiency aligned to state standards, progress toward bilingualism and biliteracy, critical thinking and problem-solving skills, engagement in learning and participation in the school community, and readiness for the next grade level and long-term academic success. This alignment ensures coherence between DLINC's mission, instructional model, and measurable expectations for student learning.

DLINC affirms that benchmark skills and classroom-level skills are explicitly developed across grade levels. Teachers use benchmark assessments, formative assessments, grade-level progressions, classroom-level skill development, and standards-aligned instructional practices to ensure that students build foundational skills, meet grade-level expectations, and progress across grade spans.

Schoolwide measurable student outcomes include proficiency and growth in English Language Arts and mathematics as measured by state and local assessments aligned to state standards; development of bilingualism and biliteracy through progress in academic language and literacy skills in both English and Spanish; demonstration of critical thinking, problem-solving, and application of knowledge across content areas; and positive engagement in learning, including regular attendance and participation in school activities.

DLINC ensures that all student subgroups demonstrate increases in academic achievement consistent with schoolwide expectations and state priorities. English Learners demonstrate growth in English language development aligned to California ELD Standards, academic progress in English Language Arts and mathematics, and progress in academic language development and participation within the dual-language immersion program. Students with disabilities demonstrate academic and developmental progress consistent with their IEPs or Section 504 Plans, including progress toward individualized goals, academic progress aligned to grade-level standards as appropriate, and participation in the general education program to the maximum extent appropriate. Socioeconomically disadvantaged pupils demonstrate academic growth in English Language Arts and mathematics and regular attendance and engagement in the instructional program. Foster youth and homeless youth demonstrate academic growth in English Language Arts and mathematics and continued participation and engagement in the instructional program.

Schoolwide Measurable Student Outcomes

Outcomes include mastery of grade-level standards and the development of foundational literacy skills in the primary grades and disciplinary literacy and content-specific skills in the upper grades, supporting academic progression within and across grade spans. Schoolwide measurable student outcomes include the following:

- Students demonstrate proficiency and growth in English Language Arts as measured by state and local assessments aligned to state standards. (LCAP Goal 1)
- Students demonstrate proficiency and growth in mathematics as measured by state and local assessments aligned to state standards. (LCAP Goal 1)
- Students develop bilingualism and biliteracy through progress in academic language and literacy skills in both English and Spanish. (LCAP Goal 4)
- Students demonstrate critical thinking, problem-solving, and the application of knowledge across content areas. (LCAP Goal 2)
- Students demonstrate positive engagement in learning, including regular attendance and participation in school activities. (LCAP Goals 2 and 3)

Measurable Outcomes for English Learners

English Learners at DLINC demonstrate progress toward English language proficiency and academic achievement. Measurable outcomes for English Learners include:

- English Learners demonstrate growth in English language development aligned to state English Language Development standards, as measured by state and local assessments. (LCAP Goal 1)
- English Learners demonstrate academic progress in English Language Arts and mathematics. (LCAP Goal 1)
- English Learners demonstrate progress in academic language development and participation within the dual language immersion program. (LCAP Goals 1 and 4)

Measurable Outcomes for Students with Disabilities

Students with disabilities at DLINC demonstrate academic and developmental progress consistent with their IEPs or Section 504 Plans. Measurable outcomes for students with disabilities include:

- Students with disabilities demonstrate progress toward individualized goals as identified in their IEPs or Section 504 Plans.
- Students with disabilities demonstrate academic progress aligned to grade-level standards, as appropriate, based on individual needs.
- Students with disabilities participate in the general education program to the maximum extent appropriate.

Measurable Outcomes for Socioeconomically Disadvantaged Pupils

Socioeconomically disadvantaged pupils at DLINC demonstrate academic growth and engagement consistent with schoolwide outcomes. Measurable outcomes include:

- Students demonstrate progress in English Language Arts and mathematics aligned to state standards.
- Students demonstrate regular attendance and engagement in the instructional program.

Measurable Outcomes for Foster Youth and Homeless Youth

Foster youth and homeless youth at DLINC demonstrate academic progress and engagement in the educational program. Measurable outcomes include:

- Students demonstrate academic growth in English Language Arts and mathematics.
- Students demonstrate continued participation and engagement in the instructional program.

ELEMENT THREE: Methods for Measuring Pupil Progress

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).

DLINC uses a comprehensive system of state-mandated and locally selected assessments to measure pupil progress toward the measurable student outcomes identified in Element Two of this petition. The Charter School employs a variety of assessment tools that are appropriate to the skills, knowledge, and attitudes being measured, including measures of student progress in both English and Spanish consistent with the Charter School's dual language immersion model. Methods for measuring pupil progress are aligned to state priorities and are consistent with how performance is reported through state accountability systems, including the California School Dashboard.

State-Mandated Assessments

DLINC administers all state-mandated assessments required for California public schools, as applicable to the grade levels served. These assessments provide standardized measures of student achievement and progress and are used to evaluate schoolwide and subgroup performance.

State-mandated assessments include, but are not limited to:

- The California Assessment of Student Performance and Progress, including assessments in English Language Arts, Mathematics, and Science, as applicable
- The English Language Proficiency Assessments for California, including Initial and Summative administrations for English Learners
- The California Alternate Assessment
- The Physical Fitness Test
- Any additional assessments required by state law, as applicable

Assessment participation, accommodations, and alternate assessment determinations are implemented in accordance with state guidelines and individual student needs.

Verified Data - Local Assessments

In addition to state-mandated assessments, DLINC utilizes verified, research-based local assessment tools to measure student growth and academic achievement.

Verified local assessments include:

- NWEA Measures of Academic Progress (MAP), administered three times annually to measure student growth and inform instructional planning
- Spanish-language assessments, including NWEA MAP Spanish and the California Spanish Assessment, to measure biliteracy development and academic achievement in Spanish

Local and Classroom-Based Assessments

DLINC also utilizes a range of classroom-based and performance-based assessments to monitor student progress on an ongoing basis and to inform instruction.

These assessments include:

- Formative assessments embedded within daily classroom instruction to guide differentiation
- Performance-based assessments, including project-based learning tasks and student work samples to evaluate students' critical thinking, problem-solving, and application of knowledge across content areas
- Student engagement measures, including attendance rates, participation in classroom activities, and involvement in school programs such as project-based learning presentations and enrichment opportunities
- Diagnostic assessments, including early literacy measures such as running records, fluency assessments, and the Basic Phonics Skills Test in grades TK–2 to enable early identification of student needs and timely intervention

Collectively, these assessments serve as both formative and summative measures of student progress, and are used to evaluate the extent to which students meet the measurable student outcomes described in Element Two, including academic achievement and biliteracy development in both English and Spanish.

Assessment of English Learners

DLINC measures the progress of English Learners using both state and local assessment tools. English Learners participate in the ELPAC to assess English language proficiency and growth. In addition, Spanish-language assessments are used to monitor academic progress and language development in Spanish, supporting biliteracy outcomes.

Assessment data are reviewed to inform instructional planning, monitor progress toward English language proficiency, and support access to grade-level content.

Assessment of Students with Disabilities

Students with disabilities at DLINC participate in state and local assessments in accordance with their IEPs or Section 504 Plans. Appropriate accommodations, modifications, or alternate assessments are provided as required to ensure meaningful participation.

Assessment results are used to monitor progress toward individualized goals and to support instructional planning consistent with each student's educational program.

Collection, Analysis, and Use of Student Data

DLINC maintains systematic procedures for collecting, analyzing, and using student achievement data to support continuous improvement. Assessment data are reviewed as part of a structured data cycle that occurs throughout the year. Following each triannual benchmark assessment cycle, instructional staff and school leadership participate in dedicated data analysis sessions, including whole-staff review of schoolwide trends and grade-level collaboration to identify student needs and plan targeted instructional responses.

Teachers meet regularly in grade-level clusters to analyze student performance data, review student work and rubrics for vertical alignment, and ensure consistency in expectations across grade levels. Instructional groupings are adjusted as needed, particularly in grades TK–3, where flexible grouping structures are used to provide both targeted intervention and differentiated instruction.

During the academic year, staff identify students who are not meeting or are approaching grade-level standards and collaborate to implement targeted supports. These supports may include small group instruction, differentiated classroom strategies, and additional intervention services, including support from reading specialists.

Assessment data are disaggregated and analyzed for all numerically significant student groups, including English Learners, students with disabilities, and socioeconomically disadvantaged

students. This analysis is used to monitor progress toward closing achievement gaps, inform targeted supports, and ensure equitable access to the instructional program.

Student progress and achievement information are communicated to parents and guardians through report cards, conferences, and student presentations. Data are used continuously to monitor the effectiveness of the educational program, inform instructional decision-making, and support ongoing improvement for all students.

ELEMENT FOUR: Governance

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

DLINC is a directly funded independent charter school and is operated as a nonprofit public benefit corporation. The Charter School operates under the authority of a Governing Board that holds ultimate responsibility for the Charter School's academic, fiscal, and organizational performance. The governance structure is designed to ensure accountability, transparency, and the effective oversight necessary to support a high-quality educational program.

Legal Status and Organizational Structure

The Charter School is operated as a nonprofit public benefit corporation organized under the laws of the State of California. The corporation is duly incorporated and in good standing, as evidenced by its Articles of Incorporation, which are submitted along with this renewal petition. The Governing Board serves as the legal body responsible for ensuring that the Charter School operates in compliance with all applicable federal, state, and local laws and in accordance with the approved charter.

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 Board shall not be liable for the debts and obligations of the Charter School, operated as 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 Board as complied with all oversight responsibilities required by law.

Attached, as Appendix C, please find the Charter School Articles of Incorporation, Bylaws, and Conflict of Interest Code.

Governing Board Authority and Responsibilities

The Governing Board holds ultimate authority over the Charter School and is responsible for establishing policies, setting the strategic direction of the organization, and providing oversight of academic performance, fiscal integrity, and organizational viability. The Governing Board approves the Charter School's annual budget and major expenditures, adopts key policies, and oversees personnel decisions, including the hiring, evaluation, and, if necessary, dismissal of the Charter School's chief administrator. The Governing Board ensures that the educational

program is implemented in a manner consistent with the terms of the charter and applicable law. The Board shall approve any contract that would cause the Charter School to compensate an individual contractor more than one hundred thousand dollars ($100,000) in a fiscal year.

School Administration and Delegation of Authority

The Governing Board delegates responsibility for the day-to-day administration and operation of the Charter School to the Charter School's administrative leadership. School leadership is responsible for implementing Board policies, managing daily operations, supervising staff, and carrying out the instructional program. The Charter School is not managed by a charter management organization; the Governing Board retains full authority over the Charter School's budget, expenditures, personnel, and program. An organizational chart depicting the governance and administrative structure of the Charter School is included in Appendix B.

Key Leadership Roles and Responsibilities:

Executive Director

The Executive Director serves as DLINC's chief executive officer and reports directly to the Board of Directors. The Executive Director is responsible for the Charter School's overall strategic direction, organizational effectiveness, legal and regulatory compliance, financial oversight, human resources, external relations, and implementation of Board-approved priorities. The Executive Director also serves as the Charter School's primary liaison to SDCOE and other external stakeholders and supervises the Principal and School Business Manager.

Principal

The Principal serves as DLINC's instructional and site leader and is responsible for the day-to-day implementation of the Charter School's educational program. The Principal oversees curriculum and instruction, teacher coaching and evaluation, professional development, student achievement and assessment data, student support and discipline, school culture, and daily coordination of instructional staff. The Principal works closely with the Executive Director to ensure that school operations and instructional practices remain aligned with DLINC's mission, educational model, and LCAP goals.

School Business Manager

The School Business Manager oversees the Charter School's day-to-day business, administrative, and operational functions. Responsibilities include coordinating accounts payable and receivable, payroll and back-office services, enrollment and student information systems, employee records, vendor relations, facilities and technology coordination,

compliance reporting, immunization and student health records, and other operational systems necessary to support the school's effective functioning.

Governing Board Composition and Selection

The Governing Board is composed of no fewer than 5 and no more than 7 members, consistent with the corporation's bylaws. Board members collectively bring experience and expertise relevant to the governance of a public charter school, including but not limited to education, finance, law, organizational management, and community engagement. The current Governing Board members, their respective roles and terms, and their relevant professional qualifications are identified below.

Name	Role	Term	Qualifications
Nelson, David	Board Chair	9/2025 - 9/2027	Entrepreneur
Masek, Alys	Board Member	8/2024 - 8/2026	Attorney
Wilson, Gina	Board Member	9/2025 - 9/2027	Community College Professor of Early Childhood
Crane, Trent	Board Member	11/2024 - 11/2026	Entrepreneur
Marchand, Sean	Board Member	11/2024 - 11/2026	Retired Assistant Police Chief, Oceanside Police Department

Board members are selected and appointed in accordance with the corporation's bylaws. The Governing Board is responsible for the nomination, election, and removal of its members, and for filling any vacancies that may arise. Board members serve staggered terms, as defined in the bylaws, to promote continuity and stability in governance. The Board may establish officer roles and committees, as needed, to support effective governance and oversight.

Governance Procedures and Operations

The Governing Board conducts its business at regularly scheduled public meetings and operates in compliance with the Brown Act and Education Code Section 47604.1(c). All meetings are publicly noticed, agendas are posted in accordance with legal requirements, and members of the public are provided opportunities to address the Governing Board. The Charter School complies with the California Public Records Act and maintains transparency in its governance practices. The Governing Board adheres to all applicable open meeting laws and governance requirements to ensure accountability and public access.

The Charter School has adopted a Conflict of Interest Code that 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 conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within Appendix C. As required, the Conflict of Interest Code has been submitted to the County Board of Supervisors for approval.

Decision-Making Authority and Conflict of Interest

Decisions of the Governing Board are made by majority vote at duly noticed public meetings in accordance with the Brown Act. Governing Board members comply with all applicable conflict-of-interest laws, including Section 1090 and the Political Reform Act, and are required to file annual Statements of Economic Interests (Form 700), as applicable. Board members shall disclose any potential conflicts of interest and recuse themselves from participation in discussions and decisions where a conflict exists. Board members act in the best interests of the Charter School and uphold their fiduciary responsibilities to ensure sound governance and ethical decision-making.

Board Training and Compliance

In accordance with AB 2158 and Government Code section 53235, members of the Governing Board complete ethics training every two years during their term of service.

In addition, Governing Board members receive training and orientation on applicable laws and governance practices, including the Ralph M. Brown Act, conflict-of-interest requirements, public school finance (AB 640), and the roles and responsibilities of charter school board members. Ongoing training and professional development opportunities are provided, as needed, to support effective governance, fiscal oversight, and accountability.

Educational Partner Engagement

Parental involvement is critical to the success of all students. Parents are welcomed at DLINC and are regarded as key partners in the learning process. Families receive a calendar of important dates and are kept informed of schoolwide assessment results as well as their individual child's performance. Parents also play an important role in the LCAP development process, and DLINC gathers their input through surveys, parent forums, and other engagement opportunities. The Charter School hosts open houses and back-to-school nights and encourages parents to participate in field trips and classroom activities. Through surveys, parents report that they feel well informed and welcome on campus.

DLINC also provides families with information and guidance to support their children's education. Before state testing, parents receive information about State Standards assessments, and the Charter School holds parent forums to answer questions regarding state-mandated assessments. Teachers provide guidance on how parents can support their children's academic success at home. Families receive report cards, participate in parent-teacher conferences, and may access updates on student progress online.

The DLINC culture reflects a community of staff, parents, and professionals dedicated to empowering students to achieve their goals. The Charter School recognizes that student outcomes improve when parents and guardians participate actively in their children's education. Parents are therefore valued as partners and are invited to volunteer in classrooms, serve on Charter School committees, participate in school events, and attend Board meetings.

DLINC will periodically convene parents, teachers, and community leaders to provide input regarding the Charter School's operations. These opportunities are intended to support increased student achievement, strengthen students' sense of belonging within the broader learning community, and foster pride in how students demonstrate their learning.

In accordance with Education Code Section 47605(n), DLINC shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or to pay fees or provide other monies, goods, or services in lieu of volunteer service, as a condition of the student's admission, continued enrollment, attendance, or participation in the Charter School's educational activities. DLINC shall not otherwise discriminate against a student because the student's parent or legal guardian cannot, has not, or will not provide volunteer service to the Charter School.

Parent Teacher Organization

The PTO holds monthly bilingual meetings that provide parents with opportunities to become involved in the school, volunteer, share feedback, raise concerns, and ask questions about DLINC's educational program. The Executive Director and a teacher attend each PTO meeting. The PTO also organizes fundraising activities and special family events for the DLINC community. In addition, the PTO may provide updates to the Board during the standing Reports agenda item at monthly Board meetings.

Parent Advisory Committee

DLINC's Parent Advisory Committee ("PAC") meets at least three times per year to provide parents with opportunities to participate in school planning and offer input regarding the Charter School's educational program and priorities. The PAC is composed of a majority of parents and advises DLINC leadership and the governing board in the development and annual

update of the Local Control and Accountability Plan. The committee reviews student achievement and school performance information and provides feedback regarding LCAP goals, actions, services, and family engagement.

English Learner Parent Advisory Committee

If the percentage of English Learners exceeds 15%, DLINC will maintain an English Learner Parent Advisory Committee ("EL-PAC") to provide parents and guardians of English learners with opportunities to advise Charter School leadership and the governing board regarding programs and services for English learners. The EL-PAC will review and provide input on the development and annual update of the Local Control and Accountability Plan, including goals, actions, and services intended to support English learner achievement. Interpretation and translation will be provided as needed.

Teacher Involvement

DLINC recognizes teachers as experts in curriculum and instruction and as the primary implementers of the Charter School's educational program. As the day-to-day stewards of DLINC's mission and vision, teachers provide important input regarding curriculum, instruction, student achievement, and other areas of Charter School decision-making. Teachers confer regularly with one another and with administrators to discuss concerns, student progress and needs, professional development, long-range planning, and other matters affecting the Charter School's program and operations.

Student Involvement

Student voices are respected in Charter School decision-making, and students' perspectives regarding their needs and interests are acknowledged and valued. Student feedback regarding instructional approaches and their learning experiences informs curricular and programmatic decisions. DLINC seeks to remain responsive to the needs and interests of its students while ensuring that decisions remain consistent with the Charter School's mission and vision.

These opportunities support meaningful engagement while preserving the Governing Board's authority and responsibilities.

ELEMENT FIVE: 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).

DLINC believes that all employees play an important role in creating a positive, successful learning environment. DLINC recruits professionals to fill administrative, instructional and non-instructional roles based on a demonstrated commitment to excellence and shared belief in DLINC's vision and mission. Within the provisions of applicable law, DLINC reserves the right to recruit, interview and hire anyone at any time who has the best qualifications to fill any of its position vacancies so long as the credentialing requirements are met.

Administrative Leadership Staff Qualifications

DLINC's administrative staff includes the Executive Director, Principal, and School Business Manager. Individuals serving in these positions shall possess the education, experience, professional judgment, and knowledge necessary to carry out their assigned responsibilities and support the effective operation of the Charter School.

Executive Director

The Executive Director shall possess the following qualifications:

- Bachelor's degree or higher
- Valid California Administrative Credential preferred
- Minimum of three years of teaching experience
- Knowledge of culturally and linguistically responsive pedagogy and effective educational practices
- Experience supervising, coaching, and developing staff
- Knowledge of local, state and federal laws applicable to public schools, including laws and regulations specific to charter schools
- Knowledge of budget development, financial oversight, and internal control procedures
- Experience with organizational leadership, strategic planning, and program implementation
- Ability to communicate clearly and effectively with the Board, staff, families, the authorizer, and community partners
- Experience promoting and representing an educational program
- Experience in a two-way bilingual immersion program preferred
- Proficiency in English and Spanish preferred

Principal

The Principal shall possess the following qualifications:

- Bachelor's degree or higher
- Valid California Administrative Credential preferred
- Successful experience in classroom instruction and school-site leadership
- Knowledge of standards-aligned curriculum, instruction, and assessment
- Knowledge of dual language immersion education and culturally and linguistically responsive instructional practices
- Experience analyzing student achievement data and using results to guide instructional improvement
- Experience coaching, supervising, and evaluating teachers and instructional staff
- Ability to plan and facilitate effective professional development
- Knowledge of student support systems, school climate, discipline, and family engagement
- Strong organizational, interpersonal, and communication skills
- Ability to provide day-to-day leadership for the Charter School's instructional program
- Proficiency in English and Spanish preferred

School Business Manager

The School Business Manager shall possess the following qualifications:

- Relevant education, training, or experience in school business, finance, administration, or a related field
- Knowledge of accounts payable, accounts receivable, payroll coordination, purchasing, reimbursements, and financial recordkeeping
- Experience working with a school back-office provider, vendors, and outside agencies
- Knowledge of student enrollment, attendance, and student information systems
- Experience maintaining employee, student, health, safety, and compliance records
- Knowledge of human resources documentation and payroll-related procedures
- Ability to coordinate facilities, maintenance, technology, security, and other school operations
- Strong organizational skills and attention to accuracy, deadlines, and detail
- Ability to maintain confidential student, employee, and financial information
- Ability to communicate effectively with staff, families, vendors, consultants, and public agencies
- Ability to identify and resolve operational issues in a timely manner

Instructional Staff Qualifications

Instructional staff are responsible for delivering DLINC's standards-aligned educational program and ensuring that students make progress toward academic, language-development, and social-emotional goals. Instructional staff shall demonstrate knowledge of effective pedagogy, assessment-informed instruction, differentiation, and culturally and linguistically responsive practices. Employees serving in certificated instructional assignments shall hold the Commission on Teacher Credentialing certificate, permit, authorization, or other document required for their particular assignments.

Teachers

Teachers shall possess the following qualifications:

- Bachelor's degree in education or a related field; master's degree preferred
- Valid California Multiple Subject, Single Subject, or other teaching credential appropriate to the assignment
- Valid bilingual authorization for teachers assigned to provide instruction in Spanish
- Fluency in spoken and written English and Spanish for bilingual instructional assignments
- Knowledge of California content standards, English Language Development Standards, standards-aligned curriculum, instruction, and assessment
- Knowledge of dual language immersion models, language allocation, biliteracy development, and culturally and linguistically responsive instructional practices
- Ability to analyze student achievement data and use the results to differentiate instruction, form instructional groups, and provide intervention or enrichment
- Ability to design engaging, developmentally appropriate instruction using multiple teaching methods and learning modalities
- Effective classroom management, communication, collaboration, and family-engagement skills
- Previous teaching experience in a dual language immersion program preferred
- TK teachers shall meet the qualifications set forth in Education Code Section 48000(g).

Education Specialists

Education Specialists shall possess the following qualifications:

- Bachelor's degree from an accredited college or university
- Valid California Education Specialist Instruction Credential appropriate to the assignment and student population served, including any additional authorizations required for the position
- Knowledge of the Individuals with Disabilities Education Act, Section 504, applicable California special education requirements, and the policies and procedures of the Charter School's SELPA
- Knowledge of assessment, eligibility, individualized education program development, specialized academic instruction, accommodations, modifications, and progress monitoring
- Ability to develop and implement measurable IEP goals aligned with students' identified needs and grade-level standards
- Ability to provide individualized and small-group instruction using evidence-based practices
- Ability to manage student caseloads and maintain timely, accurate, and confidential special education records
- Ability to collaborate effectively with general education teachers, administrators, instructional aides, families, and related-service providers
- Experience supporting students with a range of disabilities in inclusive educational settings
- Knowledge of bilingual and dual language education and proficiency in English and Spanish preferred

Instructional Support Staff Qualifications

Instructional support staff provide academic, behavioral, social-emotional, and classroom support that complements the work of certificated instructional staff. Employees in these positions shall demonstrate the ability to work collaboratively with teachers, administrators, students, families, and outside providers while maintaining appropriate confidentiality and professional standards.

School Counselor

The School Counselor shall possess the following qualifications:

- Master's degree in counseling, guidance, or a related field
- Valid California Pupil Personnel Services Credential appropriate to the assignment
- Demonstrated experience supporting the academic, social-emotional, behavioral, and college- and career-readiness needs of young people

- Ability to provide developmentally appropriate individual, small-group, and classroom-based counseling services
- Knowledge of student support systems, including Student Success Teams, Section 504 Plans, risk-of-retention processes, and referrals to school and community resources
- Ability to analyze student academic, attendance, behavioral, and social-emotional data to identify needs and coordinate appropriate interventions
- Knowledge of confidentiality, mandated reporting, crisis response, and other laws and professional standards applicable to school counseling
- Strong interpersonal, communication, case-management, and conflict-resolution skills
- Ability to collaborate effectively with students, families, teachers, administrators, and community agencies
- Bilingual, biliterate, or conversational proficiency in Spanish preferred

Instructional Aides

Instructional Aides shall possess the following qualifications:

- High school diploma or equivalent; associate degree preferred
- Satisfaction of any paraprofessional qualification requirements applicable to the position or funding source
- Experience working in an educational setting or with school-age children preferred
- Ability to assist with individual and small-group instruction under the direction of a certificated teacher
- Ability to reinforce lessons, administer teacher-directed assessments, monitor student progress, and maintain appropriate records
- Basic knowledge of instructional support strategies, behavior support, behavior modification, and conflict resolution
- Ability to implement student support and behavior plans developed by teachers, Student Success Teams, or IEP teams
- Strong verbal communication, interpersonal, collaboration, and student-supervision skills
- Ability to maintain confidentiality and respond appropriately and promptly to student needs and safety concerns
- Relevant subject-matter knowledge for aides assigned to specialized instructional areas
- Bilingual, biliterate, or conversational proficiency in Spanish preferred

Non-Instructional Support Staff Qualifications

Non-instructional support staff provide the clerical, health, nutrition, operational, and family-facing services necessary for the safe and effective operation of the Charter School. Employees in these positions shall demonstrate professionalism, organization, sound judgment, effective communication, and the ability to maintain confidential student, employee, health, and operational information.

Site Secretary and Health Clerk

The Site Secretary and Health Clerk shall possess the following qualifications:

Site Secretary Functions:

- High school diploma or equivalent; associate degree preferred
- Coursework or training in office practices, business administration, or a related field preferred
- Previous clerical, secretarial, school-office, or administrative support experience preferred
- Proficiency with Google Workspace, Microsoft Office, student information systems, and related office technology
- Excellent verbal and written communication, interpersonal, and customer-service skills
- Strong organizational skills, attention to detail, professionalism, and ability to manage multiple priorities
- Ability to maintain calendars, records, correspondence, forms, meeting materials, and other school documentation accurately
- Ability to communicate effectively and courteously with students, families, staff, vendors, public agencies, and community members
- Ability to exercise discretion and maintain confidential student, employee, and school information
- Ability to work independently and collaboratively with limited direct supervision
- Bilingual, biliterate, or conversational proficiency in Spanish preferred

Health Clerk Functions:

- High school diploma or equivalent; associate degree and prior school or health-office experience preferred
- Valid First Aid and CPR certification issued by an authorized agency

- Knowledge of basic first aid, student health procedures, communicable diseases, and immunization requirements
- Ability to respond appropriately to student illnesses, injuries, and emergency situations in accordance with established procedures
- Ability to prepare and maintain accurate student health records, accident reports, emergency records, referrals, and related correspondence
- Ability to assist with vision, hearing, scoliosis, dental, and other required student health screenings
- Ability to communicate promptly and appropriately with administrators, families, emergency personnel, and health-service providers
- Strong organizational skills and attention to accuracy, confidentiality, and detail
- Ability to remain calm, exercise sound judgment, and perform effectively under stressful conditions
- Bilingual, biliterate, or conversational proficiency in Spanish preferred

Nutrition Services Lead

The Nutrition Services Lead shall possess the following qualifications:

- High school diploma or equivalent
- Education, training, or experience in school nutrition, institutional food service, hospitality, or a related field preferred
- Possession of any food-handler, food-safety, or sanitation certification required for the assignment
- Knowledge of safe food receiving, storage, temperature control, preparation, handling, service, and sanitation practices
- Knowledge of the operational and recordkeeping requirements applicable to the National School Lunch Program and other school meal programs
- Ability to coordinate the receipt, inventory, storage, warming, cooling, distribution, and service of student meals and snacks
- Ability to maintain accurate meal-count, inventory, temperature, delivery, and compliance records
- Ability to operate and maintain food-service equipment safely and identify potential food-safety or operational concerns
- Ability to coordinate effectively with school administrators, staff, students, families, meal vendors, and public agencies
- Strong organizational skills, attention to detail, reliability, and ability to meet daily schedules and compliance deadlines

- Ability to accommodate student dietary, allergy, and medical needs in accordance with established procedures
- Bilingual, biliterate, or conversational proficiency in Spanish preferred

DLINC's current program provides breakfast, lunch, and after-school snacks through the National School Lunch Program and requires the safe storage and service of meals using school food-service equipment.

Legal Compliance, Health, and Safety

DLINC shall comply with all applicable employment-related requirements set forth in state and federal law, including, but not limited to, credentialing requirements, criminal background clearances, and health screenings such as tuberculosis testing. All employees are required to meet qualifications sufficient to ensure the health, safety, and welfare of students, staff, and the school community.

ELEMENT SIX: 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 school furnish the school with a criminal record summary as described in Section 44237.
(ii) The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3. Education Code Section 47605(c)(5)(F)

The Charter School shall establish and maintain procedures to ensure the health and safety of pupils and staff in compliance with all applicable federal, state, and local laws. These procedures shall include, but are not limited to, the following:

Criminal Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to 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 permitted by law, pursuant to Education Code Sections 44830.1 and 45122.1.

The Executive Director of the Charter School 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 Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

The Executive Director shall serve as Custodian of Records and shall ensure compliance with all applicable requirements.

Tuberculosis Risk Assessment

All employees and volunteers who have frequent or prolonged contact with students will be assessed and examined (if necessary) 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. The Charter School shall maintain TB clearance documentation on file.

Student Immunizations

As a condition of school attendance, pupils shall be fully immunized in accordance with the California Health and Safety Code and Title 17 of the California Code of Regulations to the same extent as pupils attending non-charter public schools. The Charter School shall maintain immunization records for all students and shall not admit any student without required documentation unless exempt pursuant to applicable law. 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.

Vision, Hearing, and Scoliosis Screening

The Charter School shall provide vision and hearing screening and scoliosis screening to students in the applicable grade levels, consistent with Education Code section 49450 et seq., to the same extent as would be required if the pupils attended a non-charter public school.

Medication in School

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

Mandated Child Abuse and Neglect Reporting and Training

All employees, volunteers, contractors (whose duties require contact with or supervision of students), and governing board members of the Charter School will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by school districts. 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 Charter School employee. The Charter School shall provide training to all mandated reporters in accordance with Education Code Section 44691.

Diabetes

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

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

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(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, 47605, and 47605.6

j. procedures for conducting tactical responses to criminal incidents

k. procedures to prepare for active shooters or other armed assailants by conducting a drill, if 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 Executive Director and, if there is merit to the concern, the Executive Director shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and

provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Suicide Prevention

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

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 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

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

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess

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 7-8, at least once, 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 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 8, 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.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

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

A copy of the sexual harassment 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.

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.

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 work place. 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 human immunodeficiency virus and hepatitis B virus. 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

The Charter School 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 32001.

Supporting LGBTQ Students

Through the completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least one 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.

Athletic Programs

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

Transportation Services

The Charter School shall comply with the requirements of SB 88 (2023-24) inclusive of Education Code Sections 39875, 39877, 39878, and 39879, as applicable, relating to background checks, testing, and other requirements for individuals and entities providing transportation services for students.

Extreme Weather Policy

The Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

ELEMENT SEVEN: 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).

The Charter School shall implement specific policies and practices designed to attract, enroll, and retain a student population that reflects the racial, ethnic, English learner, and special education demographics of the communities residing within the territorial jurisdiction of the Vista Unified School District.

Targeted Outreach and Recruitment Strategies

The Charter School shall implement targeted and measurable outreach strategies to ensure access for underrepresented student groups, including but not limited to:

- Families residing within attendance areas with higher proportions of socioeconomically disadvantaged pupils
- English Learner families, including Spanish-speaking households
- Students with disabilities and families seeking inclusive educational settings
- Historically underrepresented racial and ethnic groups within the local community

Outreach strategies shall include:

- Distribution of multilingual enrollment materials (English and Spanish at minimum)
- Partnerships and outreach relationships with local community organizations, preschools, childcare providers, libraries, and family-serving agencies, including organizations such as Easterseals, Mano a Mano Foundation, Encuentros, the Oceanside and Vista libraries, and the John Landes Community Center and Library
- Participation in community events and family resource gatherings in geographically and demographically diverse areas, including Cafecito parent meetings and North County community events

- Tabling, flyer distribution, and direct conversations with families to provide information about DLINC's dual language program and enrollment process
- Exploration of family information sessions and children's literacy activities in partnership with community organizations and libraries
- Targeted digital and in-person outreach campaigns during the enrollment window
- Informational meetings accessible to families in both English and Spanish

The Charter School shall annually evaluate outreach effectiveness and adjust strategies to improve access and representation.

Monitoring for Enrollment Balance

The Charter School shall monitor enrollment and application data annually to assess alignment with community demographics, including:

- Race and ethnicity
- Socioeconomic status (including FRPM eligibility)
- English learner and reclassified fluent English proficient status
- Students with disabilities

As part of this annual review, the Charter School shall compare the demographics of its applicant pool with enrollment outcomes, identify any significant underrepresentation of student groups, and adjust outreach and recruitment strategies accordingly.

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Supports to Promote and Maintain Enrollment Balance

The Charter School shall implement programmatic supports to attract and retain a diverse student population, including:

- Integrated and Designated English Language Development, including daily Designated ELD instruction aligned to English learner proficiency levels and integrated language development within the dual language immersion instructional model
- Special education services and inclusive practices to support students with disabilities

- Access to counseling and socioemotional supports
- Family engagement opportunities designed to be linguistically and culturally responsive
- Expanded Learning Opportunities Program, intervention, and enrichment opportunities to support diverse student needs

These supports are designed to ensure that once enrolled, students from all backgrounds are able to access and succeed in the educational program.

Special Populations

The Charter School shall not counsel out, discourage, or otherwise limit enrollment based on disability, language proficiency, or academic performance. The Charter School shall actively communicate the availability of services for English learners and students with disabilities as part of its outreach and enrollment process.

ELEMENT EIGHT: 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).

Admission Requirements

The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations and shall not charge tuition. The Charter School shall admit all students who wish to attend the Charter School.

The Charter School shall not discriminate against any student on the basis of 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, equal rights, and opportunities in the educational institutions of the state. Admission shall not be determined according to academic achievement, language proficiency, disability status, or any other selective criteria.

The Charter School shall be open to all students residing in the State of California. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School shall actively communicate through all outreach and promotional materials that it is open to and will serve all students. 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. The Charter School shall not require mandatory parent volunteer hours or financial contributions as a condition of 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.

Open Enrollment Period

The Charter School shall establish an annual open enrollment period for the upcoming school year. During this time, applications shall be accepted for enrollment. Public notice of the open enrollment period shall be widely disseminated through the Charter School's website, social media, community postings, and outreach efforts described in Element Seven to ensure that all students have an equal opportunity to apply.

Application Process

The Charter School shall use an application form that collects only information necessary for enrollment and compliance purposes. Information collected may include, but is not limited to:

- Student name and date of birth
- Grade level applying for
- Parent/guardian contact information
- Proof of residency (collected after admission, if required)
- Information necessary to determine eligibility for lawful lottery preferences (e.g., sibling status)

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.

Lottery Procedures

If the number of applications received during the open enrollment period exceeds available capacity in any grade level, admission shall be determined by a public random drawing. The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official

(appointed by the Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who 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 wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

The public random drawing shall:

- Be conducted in a public forum
- Be held on a date and time publicly noticed in advance
- Be conducted in a fair and impartial manner
- Include a process for generating a waitlist in the order drawn

Applicants not admitted through the lottery shall be placed on a waitlist in the order drawn. The waitlist shall remain valid only for the school year for which it was established.

Lottery Preferences

In accordance with applicable law, the Charter School shall apply the following preferences in the order listed:

- First preference: Siblings of students admitted to or attending DLINC
- Second preference: Children of Charter School employees, not to exceed ten percent of total enrollment
- Third preference: Students attending or residing within the attendance boundaries of Hannalei Elementary School
- Fourth preference: Students residing within the attendance boundaries of Vista Unified School District

These preferences are designed to support family stability and community access while maintaining compliance with applicable law. The Charter School shall monitor the impact of these preferences to ensure they do not result in a disproportionate or negative impact on the Charter School's ability to serve a diverse student population reflective of the community, as described in Element Seven. These preferences are not likely to negatively impact the racial, ethnic, and unduplicated balance the charter school strives to reflect.

No additional preferences shall be implemented unless expressly permitted by law.

Enrollment Timeline

The Charter School shall establish and publish an annual enrollment timeline that includes:

- Open enrollment period dates
- Lottery date
- Notification of admission status
- Deadline for enrollment confirmation

This timeline shall be made publicly available on the Charter School's website and through outreach efforts to ensure transparency and equal access.

Enrollment After the Open Enrollment Period

If capacity remains after the open enrollment period and lottery, applications shall be run though subsequent lotteries, as needed.

Public Information

Information regarding admission requirements, enrollment timelines, lottery procedures, and applicable preferences shall be made available to the public on the Charter School's website and upon request. All outreach and promotional materials shall clearly state that the Charter School is open to and will serve all students.

ELEMENT NINE: Suspension and Expulsion Procedures

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

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

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

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

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

iii. Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five 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).

The Suspension and Expulsion Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. Although charter schools are exempt from school district procedures and process for suspensions and expulsions, in creating these procedures, 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 for suspensions and expulsions. The provisions that follow are largely consistent with the language of the Education Code with regard to suspension/expulsion triggering conduct. The Charter School will periodically review its policies and procedures surrounding suspensions, expulsions, and involuntary removals, and may modify of the lists of offenses for which students are subject to suspension, expulsion or involuntary removal, and the procedures associated therewith, so long as not materially different from the charter petition.

Similarly, the procedures for student suspension, expulsion, and involuntary removal, and 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.

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 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law 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 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

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

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).

School Climate and Progressive Discipline

The Charter School shall implement a positive school climate and student discipline system grounded in restorative practices, student support, and progressive discipline. Suspension shall be imposed only when other means of correction are not feasible or have repeatedly failed to bring about proper conduct, or when the student's presence causes a danger to persons or property.

Alternative Means of Correction

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

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

Students may not be suspended or expelled for willful defiance or disruption. Alternatively, Charter School staff may refer a student who engages in willful defiance and/or disruption to the Principal or designee for appropriate and timely in-school interventions or supports. Within five (5) business days, the Executive Director or designee shall:

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

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

For a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racial bullying, harassment, or intimidation, Charter School may require all students associated with the incident(s) to engage in restorative justice practices and/or cultural sensitivity programs.

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

Grounds for Suspension and Expulsion

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; or d) during, going to, or coming from a school-sponsored activity.

In-School Suspension

The Charter School may utilize in-school suspension as an alternative to out-of-school suspension when appropriate. In-school suspension shall allow the student to continue academic instruction in a supervised setting.

Enumerated Offenses

1. Discretionary Suspension and Expulsion Offenses: Students may be suspended and/or recommended for expulsion when the Executive Director 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 8, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, 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 8, 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 on 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 Executive Director 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 Executive Director or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If the Hearing Officer or Expulsion Panel determines 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 applies the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for

stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

Out-of-School Suspension Procedures

A student may be suspended by the Charter School Executive Director or designee. Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if practicable, by a conference conducted by the Executive Director 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 Executive Director or designee. The conference may be held in-person, telephonically, or via other electronic means.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, the student and student's parent/guardian 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 recount their version of the incident and provide any evidence in their defense. This conference should 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.

Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian, at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the Executive Director or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. 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 Executive Director or designee, the student and the student's parent/guardian will be invited to an in-person, telephonic, or virtual 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 Executive Director 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.

Authority to Expel

A student may be recommended for expulsion by the Charter School Executive Director or designee. The Charter School may expel a student following a hearing adjudicated by a Hearing Officer or an Expulsion Panel ("Panel") selected by the Executive Director to determine whether the student shall be expelled. The procedures herein provide for such hearing and notice.

If a Panel conducts the hearing, it should consist of at least three (3) members who do not have an instructional or supervisory relationship with the student and are not a member of the Charter School Board of Directors. The Panel shall be presided over by a member of the Panel, whom the Panel designates as the chairperson.

A student may be expelled by the Charter School Board of Directors upon the recommendation of the Hearing Officer or Panel.

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 Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion. If postponed for good cause, the expulsion hearing may be extended an additional thirty (30) calendar days from the date of the original hearing, unless otherwise agreed upon in writing by the Executive Director or designee and student's parent/guardian.

The hearing shall be held in a confidential setting (complying with all student confidentiality rules under 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. 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 present evidence on the student's behalf.

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 record of the proceedings can be made.

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 determination 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 written statements/declarations may be admitted as testimony.

Expulsion Decision

The determination of the Panel shall be in the form of written findings of fact and a decision. The decision of the Board of Directors shall be final.

If the Panel or Board of Directors ultimately decides not to expel, the student shall be returned to their educational program at Charter School.

Notice of Expulsion Decision

The Executive Director or designee shall send written notice of the expulsion decision to the student and student's parent/guardian, within five (5) 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 Executive Director or designee shall send a copy of the written notice of the decision to expel to the chartering authority (if required), upon finality of the expulsion. 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.

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

Appeals

A student or parent/guardian may appeal the Hearing Officer or Panel's expulsion decision by submitting a written appeal request to the Executive Director within five (5) calendar days of the date upon which the Charter School issues the written notice of expulsion.

If no appeal is requested, the expulsion becomes final on the sixth (6^{th}) calendar day after the notice of expulsion is issued to the student and student's parent/guardian.

If an appeal is requested, the Board of Directors or a committee thereof, will review the appeal as soon as practicable, but no later than its next regularly scheduled meeting.

The Board will not hold a new hearing or reconsider the case facts. Instead, the Board will limit its review to the following questions:

- Did the hearing entity act without authority or exceed its jurisdiction?

- Was the hearing fair and conducted in accordance with the Charter School's Suspension and Expulsion policy and procedures?
- Did the hearing entity abuse its discretion in a way that caused harm?

The Board will hold the appeal review in a closed session to comply with FERPA and all applicable provisions of the Brown Act. The student and/or parent/guardian may address the Board prior to any closed session.

The Board may overturn or uphold the decision of the Hearing Officer or Panel. The Board will issue its written decision on appeal to the student and student's parent/guardian within five (5) school days of the appeal review, or as soon as practicable. If the Board overturns the expulsion decision, the student will immediately return to their educational placement at the Charter School. The Board's decision regarding the expulsion appeal is final; there is no further appeal.

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 student and/or student's parent/guardian as requested, or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Panel or 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 (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

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 of Directors following a meeting with the Executive Director or designee and the student and student's parent/guardian 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 Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding the Executive Director's or designee's determination. 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.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Panel should avoid live testimony of student witnesses when practicable. The Panel 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 Panel or Board of Directors. 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 receive reasonable advance notice of their scheduled testimony; and have up to two 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 .
2. The Charter School will provide the complaining witness 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 will be reminded that the hearing is confidential. The Hearing Officer or Panel may remove a support person whom 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 will remind 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 they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person should be presented before the testimony of the complaining witness when practicable, and the complaining witness shall be excluded from the hearing room during that testimony.

9. Especially for charges involving sexual assault or battery, 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.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

The Charter School is a participating member of the El Dorado County Charter SELPA and shall comply with all applicable laws governing the discipline of students with disabilities.

1. Notification of SELPA

The Charter School shall immediately notify the SELPA (and/or the chartering authority if required) and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

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

5. Interim Alternative Educational Setting

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

6. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent/guardian has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

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

The Charter School shall coordinate with the El Dorado County Charter SELPA regarding disciplinary actions constituting a change of placement and shall provide all procedural safeguards required by federal and state law.

ELEMENT TEN: Employee Retirement Programs

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

The Charter School shall provide retirement benefits to eligible employees in accordance with applicable state and federal law, including participation in the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and federal Social Security, as applicable.

Certificated Employees

All certificated employees who are eligible for membership shall participate in CalSTRS, and such participation shall be offered to all eligible certificated employees in accordance with applicable law.

Noncertificated Employees

All noncertificated employees who are eligible for membership shall participate in CalPERS, and such participation shall be offered to all eligible classified employees in accordance with applicable law.

Federal Social Security

All eligible employees shall participate in federal Social Security and Medicare, and such participation shall be offered to all eligible employees in accordance with applicable law.

Employer Contributions and Reporting

The Charter School shall make all required employer contributions to CalSTRS, CalPERS, Social Security, Medicare, unemployment insurance, workers' compensation insurance, and any other legally required payroll obligations.

The Executive Director, or designee, shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees and that all required reporting and employer contributions are completed accurately and timely.

The Charter School shall bear full responsibility for monitoring, reporting, and maintaining retirement system membership information in compliance with applicable laws and regulations.

ELEMENT ELEVEN: 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).

The Charter School is a public school of choice. No student shall be required to attend the Charter School.

Students who reside within VUSD and choose not to attend the Charter School have the option to attend other public schools within the District, including traditional public schools, charter schools, or other public school options, in accordance with applicable District enrollment policies, interdistrict transfer policies, and state law.

Nothing in this charter shall be interpreted to grant any student a right to admission in a non-charter public school of any local educational agency beyond the rights provided by law.

Transportation to and from the Charter School shall be the responsibility of the parent or guardian, except as otherwise required by law.

ELEMENT TWELVE: Return Rights of Employees

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

No employee of a school district or county office of education shall be required to work at the Charter School.

The Charter School shall be a separate public employer and shall not be deemed an agency of any school district or county office of education.

Employees of a school district or county office of education who choose to leave the employment of their employing local educational agency (LEA) to work at the Charter School shall have only those rights, if any, that are provided by the policies, collective bargaining agreements, or leave provisions of their former employer.

Any rights of return to employment in a school district or county office of education after employment at the Charter School shall be governed solely by the policies, collective bargaining agreements, and leave provisions of the former employing local educational agency, and any such return shall occur in accordance with those provisions.

Employment at the Charter School shall not result in the transfer of seniority, accrued leave, or service credit from any prior employer, except as expressly provided by law or by written agreement with the originating LEA. Employees of a school district or county office of education who are employed by the Charter School shall not continue to earn service credit (tenure) with their former employing local educational agency, except as may be provided by law or by agreement with that agency.

The Charter School shall not be subject to the collective bargaining agreements of the San Diego County Office of Education or any school district.

ELEMENT THIRTEEN: Dispute Resolution

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

The Charter School recognizes that the San Diego County Board of Education is the authorizing entity and that the San Diego County Office of Education provides oversight of the Charter School. The following procedures are intended to facilitate resolution of disputes relating to the provisions of this charter in a timely and professional manner.

Written Notice of Dispute

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 Executive Director 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.

Meet and Confer

The Charter School Executive Director and County 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 members from their respective governing boards who shall jointly meet with the County Superintendent and the Executive Director of the Charter School, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

Mediation

If this joint meeting fails to resolve the dispute, the County Superintendent and the Executive Director of the Charter School, 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 Superintendent and the Executive Director, 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. All timelines and procedures in this section may be revised upon mutual written agreement of the County and the Charter School.

Legal Remedies

If the dispute is not resolved through the procedures set forth above, either party may pursue any remedies available under applicable law.

Nothing in this section shall be construed to require the San Diego County Board of Education or the San Diego County Office of Education to engage in mediation prior to exercising any statutory oversight or enforcement authority.

Internal Complaints and Disputes

The Charter School shall establish and maintain internal complaint procedures to address concerns raised by students, parents, guardians, and employees. These procedures shall include a process for submitting, investigating, and resolving complaints in a timely and equitable manner. The Charter School acknowledges that except those disputes between the County Board and the Charter School, all disputes involving the Charter School shall be resolved by the Charter School according to its own internal policies.

Complaints shall be addressed at the lowest appropriate level, with opportunities for escalation to school leadership as needed.

The Charter School shall maintain a Uniform Complaint Policy and Procedures and Title IX complaint procedures as required by state and federal law, respectively. The Charter School shall annually notify parents, guardians, students, and employees of the Charter School's policies and internal dispute resolution process, including how to file a complaint, applicable timelines, and the right to appeal decisions to the California Department of Education.

The County shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

ELEMENT FOURTEEN: 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).

The following procedures shall apply in the event the Charter School ceases operations for any reason.

Designation of Responsible Entity

Upon closure, the governing board shall adopt a resolution authorizing closure and shall designate the Executive Director, or another qualified individual, as the Responsible Entity to conduct closure-related activities. The Responsible Entity shall oversee and coordinate all closure-related activities in accordance with applicable laws and in consultation with the San Diego County Office of Education.

Notification of Closure

The Charter School shall promptly notify the following entities of the closure in a timely manner consistent with applicable law:

- San Diego County Board of Education
- San Diego County Office of Education
- El Dorado County Charter SELPA
- California Department of Education
- The retirement systems in which the Charter School's employees participate
- Parents or guardians of all enrolled pupils
- Any other required agencies as required by law

The notification shall include:

- The effective date of closure
- The name(s) and contact information for the Responsible Entity

- A list of the pupils' school districts of residence
- Information regarding how parents or guardians may obtain copies of pupil records, including information on completed courses and credits

Student Records

The Charter School shall prepare and provide a complete list of pupils by grade level and classes completed, together with each pupil's district of residence, to the Responsible Entity.

All pupil records, including special education records and state assessment results, shall be transferred and maintained in accordance with applicable law. Pupil records shall be transferred to the custody of the San Diego County Office of Education unless otherwise directed by law or agreement.

Personnel Records

All personnel records shall be maintained and transferred in accordance with applicable state and federal law. Personnel records shall be retained by the Responsible Entity or transferred to an appropriate custodian in accordance with legal requirements.

Final Audit

The Charter School shall complete an independent final audit within six (6) months after closure. The final audit may serve as the annual audit and shall include:

- An accounting of all financial assets, including cash and accounts receivable and an inventory of property and equipment
- An accounting of all liabilities, including accounts payable, loans, unpaid compensation, and any reductions in apportionment
- An assessment of the disposition of restricted funds

Asset and Liability Disposition

All liabilities of the Charter School shall be paid or otherwise addressed prior to disposition of assets.

Any restricted categorical funds or grant funds shall be returned to their source in accordance with the terms of the grant or applicable law.

Any donated materials or property shall be returned in accordance with the terms under which the donation was accepted.

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.

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

Any net assets remaining after satisfaction of all liabilities shall be distributed in accordance with the Charter School's Articles of Incorporation and Bylaws and consistent with the requirements applicable to nonprofit public benefit corporations under California law. Assets acquired with public funds shall be returned to a public agency in accordance with applicable law.

Reports and Funding

The Charter School shall complete and file all required annual and final reports in accordance with Education Code section 47604.33 and other applicable state and federal requirements, including final financial reports, final expenditure reports for entitlement grants, and any required final expenditure and performance reports.

Closure-related activities shall be funded from unrestricted assets of the Charter School. The Charter School shall maintain sufficient reserves to ensure the orderly closure of the Charter School if necessary.

Additional Provisions

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).

The charter school operates at the following facility:

2030 University Drive
Vista, CA 92083
The facility is located in Vista within San Diego County and serves students from Vista and nearby communities. The site includes classrooms, administrative offices, and outdoor learning spaces that support implementation of the Charter School's dual language immersion and project-based learning program.

The facility is of sufficient size and configuration to support current and projected enrollment and includes appropriate resources, furnishings, and infrastructure to ensure a safe and effective learning environment.

The Charter School currently occupies the facility under a lease agreement with a private landlord. The lease agreement is included in Appendix F. The Charter School shall maintain a valid lease or other occupancy agreement for the duration of the charter term.

The Charter School does not anticipate requesting facilities under Proposition 39.

The Charter School complies with all applicable health and safety requirements, including fire, seismic, and building codes, and meets requirements under the ADA.

The Charter School maintains and will continue to implement a facilities maintenance plan to ensure the ongoing safety and suitability of the site. At this time, no major facility renovations are planned. The Charter School shall monitor facility needs and address any necessary repairs or improvements to support the educational program and student enrollment. The Charter School shall maintain a budget for anticipated costs for renovation, maintenance, rent (if applicable), and utilities.

Budgets and Financial Reporting

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

The Charter School's financial plan is reflected in the detailed budgets, multi-year financial projections, and cash flow analyses submitted with this petition. These documents identify annual revenues and expenditures by source and are based on reasonable and conservative assumptions consistent with applicable state and federal funding formulas.

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

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(h) will satisfy this requirement.

2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.

3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and County Superintendent of Schools.

4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

5. By September 15, a final unaudited report for the full prior year. The report submitted to the 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, actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33, the School Accountability Report Card (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.

Budget assumptions reflect the Charter School's educational program, staffing plan, and facility needs, as well as current market costs and anticipated enrollment. The Charter School's budget is aligned with the goals, actions, and expenditures identified in the LCAP. The financial projections demonstrate the Charter School's ability to maintain fiscal solvency, including required reserves, and to meet all financial obligations over the term of the charter.

The Charter School shall maintain sound financial practices, including appropriate internal controls, accounting procedures, and fiscal oversight, consistent with the fiscal policies and procedures adopted by the Governing Board and included in Appendix G.

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 shall maintain appropriate administrative and business operations to support effective implementation of the educational program. Personnel functions, including hiring, payroll, leave administration, and retirement reporting, shall be conducted in accordance with applicable laws and established policies.

The Charter School shall maintain the capacity and expertise necessary to manage its financial and operational responsibilities, including through qualified staff and, as appropriate, contracted service providers. The Charter School shall implement policies and procedures to manage risk, including maintaining appropriate insurance coverage and ensuring compliance with applicable legal and regulatory requirements.

Insurance

The Charter School shall acquire 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. Coverage amounts will be based on recommendations provided by

the County and the Charter School's insurer. The County Office of Education shall be named as an additional insured on all policies of the Charter School.

Potential Civil Liability Effects

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

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the 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, the Charter School intends to enter into a memorandum of understanding with the County, wherein the Charter School shall indemnify the County for the actions of the Charter School under this charter.

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

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

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

Impact Statement

The Charter School anticipates enrolling the number of students identified in Element 1 of this petition and associated enrollment projections.

The Charter School does not anticipate requesting the San Diego County Office of Education to provide administrative or support services; however, any such services, if requested, shall be addressed through mutual agreement.

The Charter School and the San Diego County Office of Education have entered into a Memorandum of Understanding (MOU) that defines the specific terms, timelines, and protocols for oversight, monitoring, and communication between the Charter School and the authorizer, consistent with applicable law.

The Charter School acknowledges that the San Diego County Office of Education, on behalf of the San Diego County Board of Education, shall conduct oversight of the Charter School in accordance with applicable law. Oversight activities may include, but are not limited to:

- Annual site visits and review of programmatic and fiscal performance
- Ongoing monitoring of academic, financial, and operational outcomes
- Review of reports and data submissions required by law or the authorizer
- Assessment of the Charter School's performance in relation to the terms of the charter and applicable accountability systems

The Charter School shall be subject to oversight fees as authorized by law.

Charter renewal shall be conducted in accordance with applicable law, including timelines, criteria, and processes established by the authorizer and state statute.

The Charter School may contract with outside vendors for services necessary to operate the educational program. The selection of contractors shall be based on demonstrated expertise, cost-effectiveness, and alignment with the Charter School's programmatic needs, and shall comply with applicable laws and policies.

The Charter School shall be operated as a separate legal entity and public employer. The Charter School shall be solely responsible for its debts and obligations. The San Diego County Board of Education shall not be liable for the debts, obligations, or civil liabilities of the Charter School, provided it satisfies its oversight obligations.

APPENDICES

Appendix A: Local Control Accountability Plan

Appendix B: Organizational Chart

Appendix C: Articles of Incorporation, Bylaws, and Conflict of Interest Code

Appendix D: Related Parties or Entities Statement

Appendix E: SELPA Consultation Letter

Appendix F: Lease Agreement Cover Page

Appendix G: Fiscal Policies and Procedures

Appendix H: Independent Study Policy

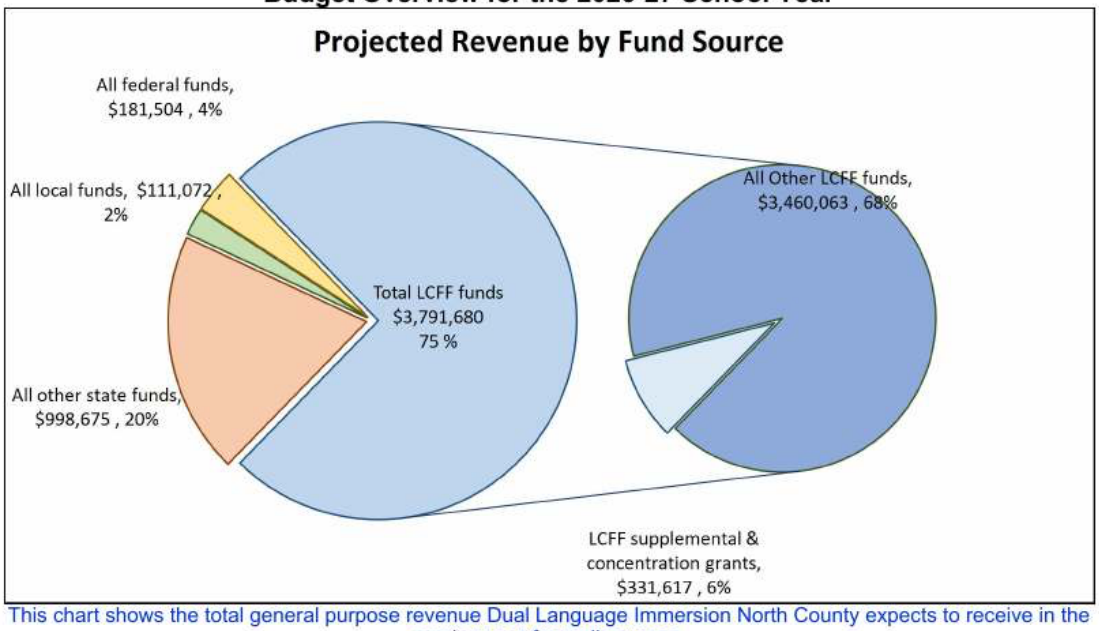
Appendix A: Local Control Accountability Plan

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Dual Language Immersion North County
CDS Code: 37103710138594
School Year: 2026-27
LEA contact information:
Mallory Wirth
Executive Director
mwirth@dlinorthcounty.org
760.203.5140

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

Budget Overview for the 2026-27 School Year

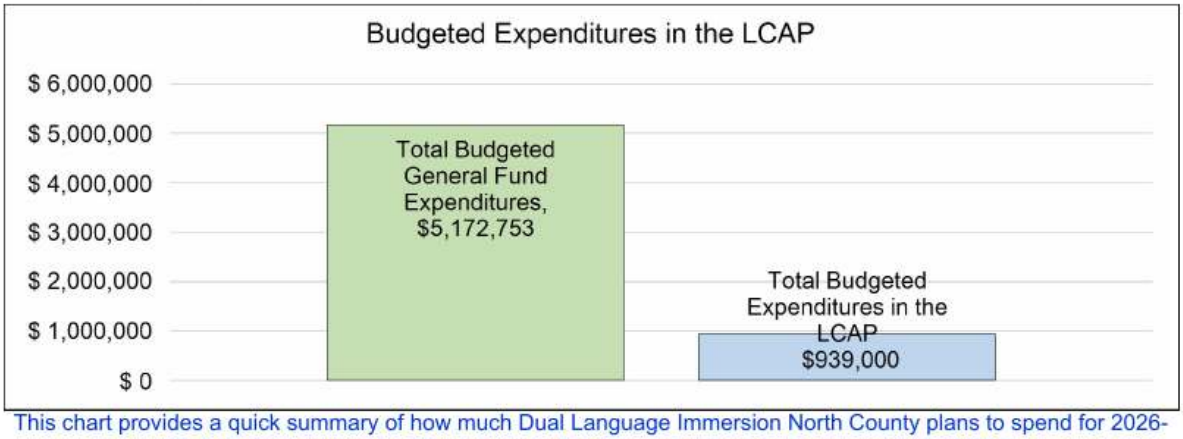


This chart shows the total general purpose revenue Dual Language Immersion North County expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Dual Language Immersion North County is $5,082,931, of which $3,791,680 is Local Control Funding Formula (LCFF), $998,675 is other state funds, $111,072 is local funds, and $181,504 is federal funds. Of the $3,791,680 in LCFF Funds, $331,617 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 Dual Language Immersion North County 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: Dual Language Immersion North County plans to spend $5,172,753 for the 2026-27 school year. Of that amount, $939,000 is tied to actions/services in the LCAP and $4,233,753 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The school's General Fund also supports several operational and instructional needs that are not included in the LCAP because they are not tied to specific goals or actions. These include facilities-related costs not covered by SB740 (such as classroom technology replacements like annual computer refreshes and updated TV/projector systems), contracted overnight cleaning services, and certain Special Education expenditures that exceed the LCFF contribution each year. These essential operational costs ensure the school remains safe, clean, and equipped for daily instruction, even though they are not listed as LCAP actions.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Dual Language Immersion North County is projecting it will receive $331,617 based on the enrollment of Foster Youth, English learner, and low-income students. Dual Language Immersion North County must describe how it intends to increase or improve services for high needs students in the LCAP. Dual Language Immersion North County plans to spend $529,000 towards meeting this requirement, as described in the LCAP.

Orton-Gillingham Training — Teachers are receiving specialized literacy training grounded in structured, multisensory reading instruction. This improves support for students with dyslexia and other reading challenges.

Math Intervention Clinics — Small-group and one-on-one math clinics provide targeted help for students who need additional time and support to master foundational skills.

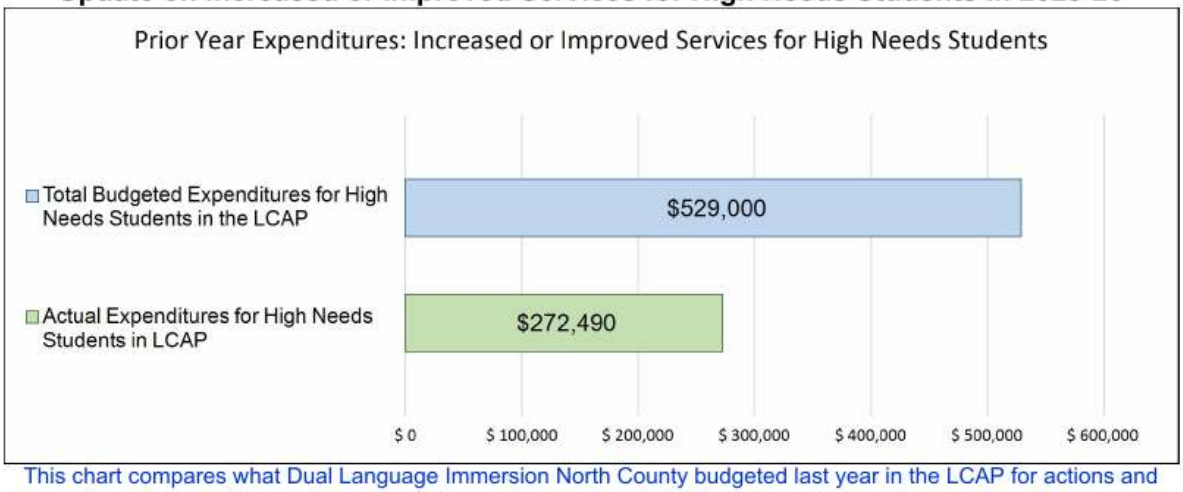
Spanish Language Arts Teacher — Adding a dedicated Spanish Language Arts teacher strengthens biliteracy pathways and ensures multilingual learners receive high-quality, standards-aligned instruction.

Additional Third Grade Teacher — Hiring an extra third-grade teacher reduces class sizes, allowing for more individualized attention and differentiated instruction.

Math Support Teacher

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Dual Language Immersion North County budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Dual Language Immersion North County 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, Dual Language Immersion North County's LCAP budgeted $529,000 for planned actions to increase or improve services for high needs students. Dual Language Immersion North County actually spent $272,490 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $256,510 had the following impact on Dual Language Immersion North County's ability to increase or improve services for high needs students:

The total actual expenditures for actions and services to increase or improve services for high-needs students in 2025–26 were lower than the budgeted amounts. This difference did not negatively impact the actions or the overall level of increased or improved services. All planned supports — including specialized literacy training, intervention clinics, and additional staffing — were fully implemented as intended.

The cost savings occurred because several actions were completed more efficiently than anticipated, such as lower-than-expected program or staffing costs. As a result, the LEA was able to deliver the same or higher level of service to high-needs students while spending less than originally projected.

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
Dual Language Immersion North County	Mallory Wirth Executive Director	mwirth@dlinorthcounty.org 760.203.5140

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.

Dual Language Immersion North County ("DLINC") is a public charter school serving the community of Vista, in North San Diego County. The school offers a high-quality instructional program to students in transitional kindergarten through eighth grade. The program focuses on dual language instruction in both English and Spanish. The charter school is located at 2030 University Drive, Vista, CA 92083. It has grown in popularity in the community since 2012. DLINC students live in Carlsbad, Vista, Oceanside, San Marcos and Escondido . The school is known for the rigorous implementation of its dual immersion model as well as its close knit school community.
The student body is socioeconomically diverse, with 46% of students classified as low income. As a result the school is transitioning to becoming a Schoolwide Program. Interestingly, 70% of students are latinx but only about 15% are classified as English Learners. At the moment 16.3% of our students have IEPs. In the spring of 2026, there are 19 transitional kindergarten students, 38 kindergarten students, 48 first graders, 43 second graders, 28 third graders, 23 fourth graders, 30 fifth graders, 20 sixth graders, 24 seventh graders, and 17 eighth graders.

Reflections: Annual Performance

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

A review of the California School Dashboard and local data indicates that DLINC has made substantial progress in the areas that have been the school's highest strategic priority over the past several years. Because charter renewal was contingent on demonstrating strong

academic outcomes, the school has been intensely focused on improving student achievement, particularly in English Language Arts and Mathematics. This focus has been effective: DLINC now outperforms both the state and the district in every reported area except one small subgroup metric, and even in that area the variance is minimal. Local benchmark data and early indicators from the current year suggest that this upward trajectory is continuing, reinforcing that the instructional systems and supports implemented in recent years are working.

Learning Recovery Emergency Block Grant (LREBG): DLINC has $12,931.00 in unexpended LREBG funds for the 2026-27 school year — the school's full remaining LREBG balance. Consistent with Education Code Section 52064.4, these funds will be used to continue Lexia Learning (Goal 1, Action 1.4), a structured, adaptive reading intervention supporting Tier 2 and Tier 3 literacy support, expanded learning opportunities, and evidence-based instructional materials, consistent with the allowable LREBG purposes described in EC Section 32526(c)(2). DLINC's needs assessment identified a decline in English Learner reading proficiency during 2024-25 (NWEA MAP Reading fell from the 32nd percentile in Fall 2024 to the 23rd percentile in Spring 2025), and Lexia Learning has already demonstrated effectiveness in supporting literacy skill-building for this student group.

DLINC is currently identified as “Small Dispro,” meaning that in a small school, even a few cases of over-identification in a specific disability area—such as Speech/Language—can trigger a disproportionality flag. DLINC receives support from the CDE FUMTA team and the EDCOE Charter SELPA as needed, and through this monitoring and technical assistance process, DLINC will continue to improve its disproportionality rates.

With core academic performance now strong and stable, the school is shifting attention to several additional priorities identified through Dashboard review and internal analysis. First, DLINC is ensuring that every teacher is appropriately credentialed, strengthening instructional quality and compliance. Second, the school is developing an appropriate and reliable metric for Spanish language acquisition, which is essential for monitoring progress in the dual-language program and ensuring equitable outcomes for all student groups. Finally, the school is investing in facility beautification and improvements to raise the FIT score, recognizing that a safe, clean, and welcoming environment contributes to student well-being and supports overall school climate.

Together, these next-step priorities build on the academic gains already achieved and reflect a continued commitment to continuous improvement, equity, and high-quality educational experiences for all students.

Note: DLINC does not receive Equity Multiplier funding for the 2026-27 school year and is therefore not required to include an Equity Multiplier focus goal in this LCAP. Additionally, DLINC does not maintain a separate Schoolwide Plan for Student Achievement (SPSA) and uses this LCAP in its place, consistent with the requirements of Education Code Section 52062(a).

Reflections: Technical Assistance

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

N/A

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
DLINC Students	Mini Assemblies: August 22- Student discussions on school culture, self-preparation for testing, engagement Student Satisfaction Survey April 2026: 10 questions dealing with relevance of classes, respect, favoriote subjects and why, open feedback
DLINC Teachers	IRIS behavioral training, procedures and routines, belonging survey review, data reviews, school year themes (Spanish, Order, Belonging) Meetings: August 12, 13, 14, 27, Sept. 11, Oct. 8, Oct. 22, Dec. 3, February 4, March 6, April 8, April 22 Teacher Satisfaction Survey April 2026: 10 questions dealing with appreciation, communication, work environment and materials accessibility Sense of Belonging Survey Fall 2025 -All staff wrote about a time during which they felt a sense of belonging
DLINC Support Staff	Meetings: September 26, November 7, December 19, March 14- school safety plan, themes for the school year, student data review Support Staff Satisfaction Survey April 2026 Sense of Belonging Survey Fall 2025: All staff wrote about a time during which they felt a sense of belonging
ELOP Staff	Meetings November 7, March 5: Discussion of areas of need vis a vis supervision strategies, afternoon routines
DLINC Board	Meetings August 18, September 15, October 20, November 17, December 15, February 2, March 16, April 20, May 18, June 15

Educational Partner(s)	Process for Engagement
	Discussions: credentials, facilities challenges, LCAP Mid Year Report and Annual Update, site and operations updates, financial updates Consultations: SPED matters, School Safety
Parent Advisory Committees	Wellness, English Learner and School Site Meetings take place at Coffee with the Principal: September 19, November 13, December 12, January 30, March 13, April 16, May 15 Discussion 8 of state priorities; Discipline Challenges, Facilities, Wellness Policy and Language Proficiency/EL progress and planning
DLINC Parents	Back to School Night: Teachers discuss routines, class procedures, homework requirements Annual school events: Jog-A-Thon, Talent Show, School Assemblies, PBL days (3) Classroom events and activities Parent Satisfaction Survey April 2026: 10 questions dealing with student safety, communication, academics and school culture.
El Dorado Charter SELPA	Site visits from program specialists and SELPA leadership, Dual Immersion consortium meeting, consultations re: credentialing and SAI in dual immersion. July 28-31, 2026 Submitted the LCAP to our Program Specialist, who provided six targeted comments that informed our revisions.
DLINC PTO	Meetings September 12, Jan.9, March 20, May 29, Principal's reports: student data and facilities updates Planning meetings throughout the year
Vista Athletic Club	ELOP Vendor- regular meetings regarding activities and planning Support with Athletic teams Graphic design/sweatshirt production
San Diego County Office of Education (charter authorizer)	Monthly meetings regarding compliance, facilities and finance Site visits 2x per year Charter consortium meetings
Charter School Managment Corp,	Back office service provider Charter Renewal Consultation Bi-weekly finance meetings Compliance Webinars
Top Notch Catering	Food Service Provider Regular communications regarding menus, item availability and meal delivery and service

Educational Partner(s)	Process for Engagement
	Community outreach at events such as Coffee with the Principal and Ice Cream Social

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

Educational partner feedback gathered through the Wellness/English Learner/Parent Advisory Committees, and annual satisfaction surveys reaffirmed that DLINC's current goals, actions, and instructional programs are effective and should be maintained. Families, staff, and students consistently expressed satisfaction with the dual-language model, academic supports, and overall school climate, indicating that existing initiatives are meeting student needs and producing strong outcomes.

Feedback from families of Students with Disabilities, collected through parent and parent advocate commentary in multiple IEP meetings as well as targeted satisfaction surveys, highlighted the effectiveness of the Orton-Gillingham approach to literacy. In response, DLINC added a new action under Goal 3: training both Specialized Academic Instructors in Orton-Gillingham during summer 2026. Additionally, per SELPA feedback, each goal explanation now explicitly references how Students with Disabilities are supported within that goal, and the Goal Analyses for Goals 2 and 3 include expanded explanations of these supports.

Facilities-related feedback emerged across multiple engagement channels, including Wellness/English Learner/Parent Advisory Committees and open-ended survey responses. Partners consistently noted the need for improved building maintenance and overall facility appearance. As a direct result, DLINC incorporated a major facilities action — full building painting in summer 2026 — to address this need.

Aside from these areas, educational partners did not identify a need for changes to DLINC's goals or core actions. Because student outcomes remain strong and current strategies are effective, DLINC will maintain existing goals and actions, implementing only minor refinements to strengthen progress monitoring and ensure continued alignment with partner priorities.

This approach demonstrates DLINC's commitment to listening to educational partners, responding to meaningful areas of need, and maintaining effective programs that support student success.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Using baseline data from the 2022-2023 school year, DLINC will increase the overall percentage of all students meeting/exceeding grade level standards in Math and ELA. It will also increase the percentage of students meeting and exceeding grade level standards in Math and ELA within the following student groups: Students with Disabilities, AKA Students with IEPS (SWD/IEP); English Learners (ELs) and students who are Socioeconomically Disadvantaged (SED). There will be incremental increases as follows: MATH Overall SWD/IEP EL SED Baseline 34.05 13.64 16 29.27 2024 40 15 19 35 2025 45 18 22 38 2026 50 21 25 41 ELA Overall SWD/IEP EL SED Baseline 46.66 15.75 10.87 35.27 2024 54 17 15 40 2025 59 20 18 43 2026 65 23 21 46	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

DLINC was authorized by the San Diego County Office of Education in 2018. The charter was renewed in 2020 under difficult circumstances, with the understanding that a subsequent renewal would depend on demonstrated student success as measured by SBAC/CAASPP performance. Using the 2022–2023 results as our baseline, DLINC has shown significant growth in both ELA and Math in 2024 and 2025 and remains on track to maintain progress in 2026. To support continued academic improvement, DLINC ensures students with disabilities have equitable access to grade-level instruction through fully credentialed teachers, standards-aligned materials, and push-in/co-teaching supports that strengthen implementation of IEP goals.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP/SBAC	MATH Overall 34.05 SWD/IEP 13.64 EL 16 SED 29.27 ELA Overall 54 SWD/IEP 17 EL 15 SED 40	MATH Overall 47 (exceeded) SWD/IEP 28 (exceeded) EL 13.33 SED 36.49 ELA Overall 69 (exceeded) SWD/IEP 56 EL33.34 SED 64.86	MATH Overall 52.24 (exceeded) SWD/IEP 41.67 EL 17.64 SED 50 ELA Overall 77.45 (exceeded) SWD/IEP 58.33 EL 29.41 SED 69.74	Overall 50 SWD/IEP 21 EL 25 SED 41 ELA Overall 65 SWD/IEP 23 EL 21 SED 46	MATH +15.95 ELA +23.45

Goal Analysis [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.

During the 2024-2025 school year, DLINC implemented all actions associated with this goal, focusing on improving ELA and Math outcomes for all students, including SWD, ELs, and SED students.

Math Intervention Teacher:
DLINC hired a credentialed single-subject math teacher who taught grades 6–8 and provided targeted support in grades 2–4. This hybrid model allowed for both core instruction and small-group intervention. NWEA MAP data showed notable growth in mathematics, especially in third and fourth grades, where intervention support was most consistent.

Supplementary ELA and Math Intervention Classes:
ELA intervention was delivered through reading clinics in English (grades 3–8) and Spanish (grades 1–2), aligning with the dual-language model. Math intervention occurred on an as-needed basis rather than through a formal clinic structure, allowing flexibility but resulting in less consistency than ELA.

Instructional Programs:

Eureka Math and Lexia Learning continued to provide strong program continuity, skill-building, and progress-monitoring tools that supported both core instruction and intervention.

Overall:
Implementation was strong across actions, with clear evidence of academic growth—particularly in early-grade math. Variation in the structure of math intervention highlights an opportunity to strengthen consistency in the coming year.

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

There were material differences between several budgeted expenditures and the estimated actuals. The Math Intervention Teacher was budgeted at $70,000, but actual costs were $78,401 due to hiring a more experienced teacher at a higher salary, which strengthened the quality of math support provided. For Reading and Math Clinics, the LCAP budgeted $40,000, while actual expenditures were $9,600 because the original estimate was higher than necessary and math clinics were not fully implemented. Eureka Math was budgeted at $18,000, but actual costs were $15,131.81, reflecting lower renewal costs now that initial adoption materials no longer need to be purchased. These differences will inform more accurate allocations in the coming year.

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

Effectiveness of the Actions to Date
Overall, the actions implemented under this goal were effective in supporting progress toward increased proficiency in ELA and Math, with the strongest impact observed in mathematics.

Math Intervention Teacher:
This action was highly effective. The hybrid model—teaching grades 6–8 while providing targeted intervention in grades 2–4—resulted in significant growth on NWEA MAP, especially in third and fourth grades. The data suggests that consistent, credentialed support in foundational math skills contributed directly to improved outcomes.

Supplementary ELA and Math Intervention Classes:
The ELA reading clinics were effective, providing structured, bilingual intervention aligned to the dual-language program. Students in grades 1–2 received Spanish literacy support, while grades 3–8 received English reading intervention, ensuring continuity across the program.

Math intervention, delivered on an as-needed basis, was moderately effective. While it allowed for flexibility and timely support, the lack of a formal clinic structure limited consistency compared to ELA. Students benefited from targeted help, but the impact was less uniform across grade levels.

Instructional Programs (Eureka Math and Lexia Learning):
Both programs were effective in reinforcing core instruction and providing ongoing skill-building. Teachers used these tools to differentiate practice and monitor progress, contributing to steady academic growth.

Overall:
The combination of structured ELA clinics, targeted math intervention, and strong instructional programs supported measurable progress toward the goal. The most substantial gains occurred where implementation was most consistent—particularly in early-grade math—indicating that expanding structured math intervention may further strengthen outcomes.

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.

DLINC does not anticipate any changes to this goal or its associated actions for the coming year. The current combination of a credentialed math intervention teacher, supplementary ELA and Math intervention classes, and the continued use of Eureka Math and Lexia Learning has demonstrated clear effectiveness, particularly in early-grade mathematics and bilingual literacy development. Because these actions are producing positive academic growth and align well with the needs of all student groups—including SWD, ELs, and SED students—the school will continue implementing them as designed.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Math Intervention teacher	This action is being continued because the hybrid model of core instruction (grades 6–8) and targeted intervention (grades 2–4) resulted in significant growth on NWEA MAP, particularly in early grades. The data indicates that consistent, credentialed math support effectively addressed foundational skill gaps for all students, including SWD, ELs, and SED students. Maintaining this action preserves a successful system that is directly contributing to progress toward the goal.	$70,000.00	Yes
1.2	Supplementary Math and ELA Intervention Clinics	The bilingual reading clinics were effective in strengthening literacy development across grade spans. English clinics (grades 3–8) and Spanish clinics (grades 1–2) aligned with DLINC's dual-language model and provided structured, targeted support for students performing below grade level. Because these clinics contributed to steady literacy growth and supported ELs and SED students in particular, DLINC will continue this action without changes.	$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Eureka Math Curriculum	Eureka Math has proven effective in providing instructional continuity and strong academic outcomes.	$18,000.00	No
1.4	Lexia Learning	Lexia learning has proven historically effective in supporting our students in skill-building in order to improve their reading. It provides structured, adaptive reading instruction that targets foundational literacy skills, vocabulary development, comprehension, and English language acquisition through personalized learning pathways, real-time progress monitoring, and teacher-directed lessons responsive to student needs. This directly supports DLINC's Tier 2 and Tier 3 literacy intervention efforts, expanded learning opportunities, and use of evidence-based instructional materials — allowable uses of LREBG funds under EC Section 32526(c)(2). Continued use is particularly warranted for English Learners, whose NWEA MAP Reading scores declined during 2024-25 (32nd percentile in Fall 2024 to 23rd percentile in Spring 2025). This action is funded in part with $12,931.00 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds — DLINC's full remaining LREBG balance — addressing the literacy need identified through DLINC's LREBG needs assessment under EC Section 32526(d): declining reading proficiency among English Learners. Effectiveness will be monitored using Metric 1.1 (CAASPP/SBAC ELA) and ongoing NWEA MAP Reading data.	$15,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	DLINC will increase student and family engagement, challenge and excitement in the learning process, within classrooms that are effectively managed by fully credentialed, appropriately assigned, highly qualified teachers.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was originally created to re-engage students and families in the post-pandemic period, when attendance had significantly declined. DLINC implemented vibrant activities and schoolwide engagement strategies to strengthen student connection and improve daily attendance. Increased ADA over the last two years suggests these actions have been effective.

Goal 2 also addresses Priority 3 by incorporating parent input gathered through the Wellness Committee, English Learner Advisory Committee, and School Site Advisory Committee (held during Coffee with the Principal), as well as the annual Parent Survey and PTO meetings. Educational partners consistently affirmed that schoolwide engagement activities—such as PBL exhibitions, family events, and communication practices—are effective and should continue. This feedback directly supports maintaining the existing Goal 2 actions and metrics, which reflect the engagement priorities identified by parents.

Families of Students with Disabilities also provided input through Pre-IEP meetings and flexible scheduling formats, emphasizing the importance of accessible communication and opportunities to participate in decision-making. This input reinforces DLINC's commitment to meaningful engagement for all families within Goal 2.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Project-Based Learning	3 Project Exhibitions	3 Project Exhibitions	3 Project Exhibitions	3 Project Exhibitions	0
2.2	Attendance Data	90%	93%	95%	96%	4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Fully Credentialed, appropriately assigned teachers	86%	73.33%	86.67%	100%	14%

Goal Analysis [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 three actions under this goal were fully implemented during the year. DLINC successfully partnered with its ELOP vendor, and participation data and student feedback indicate that students enjoy attending the program, suggesting strong engagement and positive impact. Project-Based Learning was also fully implemented, with three PBL Expo Days held throughout the year and strong parent attendance, demonstrating both student learning and family engagement. Field trip transportation was fully implemented as well, supported through a collaborative model in which the PTO funded field trip costs and the school funded bus transportation, ensuring equitable access for all students. Collectively, these actions contributed to increased enrichment opportunities, stronger student engagement, and expanded access to hands-on learning experiences.

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

There were material differences between the budgeted expenditures and the estimated actuals for two actions. For the uniform assistance fund, the LCAP budgeted $2,000; however, only $94.87 was spent. This variance occurred because the actual need among low-income students was significantly lower than projected, and only a small number of families required support this year.
The planned SPED Meet & Greet was not implemented due to parent scheduling challenges that prevented the event from occurring as designed. As a result, no expenditures were incurred. In response to actual participation patterns and family availability, the school ensured parent engagement through two alternative strategies: (1) conducting Pre-IEP meetings to review plans and data with families prior to IEP meetings, and (2) offering flexible meeting formats, including Zoom and varied scheduling options, to remove barriers and support meaningful parent participation.

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

All three actions under this goal were effective in increasing student and family engagement, as well as excitement in the learning process. The ELOP vendor partnership was fully implemented, and strong student participation and positive feedback indicate that the program successfully provided engaging enrichment opportunities beyond the school day. Project-Based Learning was also effective, demonstrated by three PBL Expo Days that showcased student work and drew strong parent attendance, reinforcing both student engagement and family connection to classroom learning. Field trip transportation was fully implemented and effective, with the PTO–school partnership ensuring that all students could participate in hands-on, real-world learning experiences regardless of financial need. Collectively, these actions contributed to more engaging classrooms, increased family involvement, and richer learning experiences aligned with the intent of the goal.

This goal also addresses the requirement that DLINC seek parent input in decision-making, including in the development of the LCAP. This input is gathered through the Wellness, English Learner, and School Site Advisory Committees (held at Coffee with the Principal), the annual Parent Satisfaction Survey, and PTO meetings, as described in the Engaging Educational Partners section. Parent participation in programs for unduplicated pupils and individuals with exceptional needs is addressed through the English Learner Advisory Committee and the SPED Meet and Greet (Action 2.4).

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.

Reflections on prior practice indicate that no changes are needed to the planned goal, metrics, target outcomes, or actions for the coming year. All three actions under this goal were fully implemented and demonstrated clear effectiveness in increasing student and family engagement, excitement in learning, and access to enriching experiences. The ELOP program, Project-Based Learning structures, and field trip transportation model all produced the intended outcomes and supported well-managed, engaging classrooms. Because these actions are functioning as designed and contributing positively to the goal, DLINC will continue them without modification 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
2.1	ELOP Vendor (Vista Athletic Club)	In order to increase enrichment opportunities, DLINC will continue to partner with a local vendor to provide expanded learning opportunities in conjunction with our academic intervention clinics.	$200,000.00	Yes
2.2	Project-based Learning	DLINC integrates 3 projects per year with dual immersion instruction in order to acquire language in a wider variety of modalities.	$10,000.00	No
2.3	Field Trip Transportation	Real-world experiences such as field trips build DLINC students' background knowledge, supporting their higher learning.	$10,000.00	No
2.4	SPED Meet and Greet	Because DLINC uses a unique hybrid model of both in person and remote services for its students with disabilities and their families, it is best practice to host meetings each year so that families can match faces with names of providers.	$500.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	School uniforms	This action is provided specifically to low-income students because they may face financial barriers to purchasing required school uniforms, which can create inequitable access to full participation in the school program and negatively impact their sense of belonging.	$2,000.00	Yes
2.6		DLINC hosts Coffee with the Principal every six to eight weeks as an ongoing strategy to strengthen family engagement and build a school community where all families feel connected and valued. These gatherings provide a consistent, informal space for parents to share feedback, ask questions, and engage directly with school leadership. By creating regular opportunities for open dialogue, the school fosters a sense of belonging and ensures that families—particularly those who may not typically participate in formal meetings—have accessible avenues to be heard. Coffee with the Principal also serves as a key channel for disseminating timely information about programs, initiatives, and upcoming events, helping families stay informed and engaged in the life of the school. This recurring practice strengthens trust, builds community cohesion, and supports a positive school climate.	$500.00	No
2.7	Third Grade Teacher	DLINC will employ a third grade teacher to accommodate enrollment growth.	$75,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Maintain high standards for our community focused on providing a safe, clean and nurturing learning environment in which all students are supported in attaining high levels of achievement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed to reflect our commitment to creating a learning environment where students feel safe, supported, and ready to thrive. By keeping the language broad, we aimed to encompass two components of student success: well-maintained facilities and strong mental health supports. DLINC also prioritizes school climate practices that support students with disabilities, including restorative check-ins, counseling access, and wellness strategies designed with UDL principles in mind.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Student Satisfaction/Climate Survey: Students agreeing that the building is nice:	50% agree that our building is nice	52% agree that our building is nice	54.5%	75% agree that our building is nice	4.5%
3.2	Student Satisfaction/Climate Survey: Students reporting feeling respected	81%	87.3%	81.8%	95%	.8%
3.3	FIT rating	81%	80%	81.84%	100%	.84%

Goal Analysis [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 actions under this goal were largely implemented as planned, with the exception of the portable classroom. The full-time counselor, day porter, nutrition services, second grade teacher, and summer academic programming were fully implemented and operated consistently throughout the year, contributing to improved student support, campus cleanliness, meal service reliability, and expanded learning opportunities. The school also successfully purchased and deployed new special education computers, strengthening access to appropriate instructional tools for students with IEPs. DLINC also strengthened school climate and wellness supports through structured check-ins and counseling access. Middle school students participate in after-school check-ins following conflicts, misbehavior, or concerning incidents. These check-ins are restorative rather than punitive, providing a protected space for students to share their perspective without interrupting instruction. Students complete a brief reflection and wellness survey (emotional status, nutrition/hydration, trusted adult connections) while waiting to meet with the VP. This practice reflects a Universal Design for Learning approach—designed with the needs of students with disabilities in mind but beneficial for all students. Counseling supports are available as needed to reinforce emotional regulation and problem-solving skills. The only substantive deviation from the plan was the portable classroom, which could not be implemented due to unexpectedly high compliance costs and permitting challenges. Despite this barrier, the remaining actions were carried out effectively and supported overall program quality and student services.

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

Material differences total $200,000, a result of the decision not to move forward with a portable classroom.

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

All actions under this goal were effective in supporting progress toward the intended outcomes. Student survey data indicates that students enjoy coming to school and feel positively about the campus environment, reflecting the impact of consistent counseling support, reliable nutrition services, and improved campus cleanliness. The availability of updated special education computers increased access to appropriate instructional tools, and summer academic programming provided additional learning time and targeted support. These combined actions contributed to a positive school climate, stronger student engagement, and improved daily experiences on campus. Although the portable classroom was not implemented, the fully implemented actions were effective in advancing the goal.

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

All actions under this goal will remain in place for the coming year, with three adjustments to better align resources to current needs. The Special Education Computers action has been revised to Special Education Professional Development, reflecting a shift from one-time equipment purchases to ongoing capacity-building for staff who support students with IEPs. The Modular Classroom action has been replaced with Building Improvements, allowing the school to address campus needs more flexibly after the modular project proved cost-

prohibitive and difficult to permit. The Second Grade Teacher action has been updated to a Third Grade Teacher, ensuring staffing aligns with current enrollment patterns and grade-level needs. All other actions continue unchanged.

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
3.1	Full-Time Counselor	DLINC employs a full-time counselor to meet the socioemotional needs of its students.	$96,000.00	No
3.2	Day Porter	DLINC contracts with a vendor for the services of a day porter to maintain a clean environment.	$35,000.00	No
3.3	Nutrition Services	DLINC employs a trained nutrition services staff member in order to accommodate universal free meal service.	$35,000.00	No
3.4	Special Education Professional Development	DLINC Specialized Academic Instructors will participate in Orton-Gillingham and SEL-behavioral training	$5,000.00	No
3.5	Summer Academics and Support Staff	DLINC supports our ELOP vendor during the summer with academic instruction and food service.	$20,000.00	Yes
3.6	Building Improvements	Building paint, interior and exterior. Sidewalk repairs and gazebos for front of office area and second tier for middle school use.	$200,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	DLINC will improve second language proficiency outcomes for second language learners.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

DLINC developed Goal 4 based on direct input from families and a careful analysis of current program dynamics. Stakeholder feedback revealed that language development is a top concern for both Spanish-speaking and English-speaking families. DLINC also identified a shift in the Spanish-to-English speaker ratio, with fewer native Spanish speakers currently enrolled, creating challenges in maintaining authentic bilingual interactions. To address these needs, the school is committed to expanding meaningful opportunities for Spanish use across all grade levels and ensuring that all students—regardless of home language—can thrive in a truly bilingual environment. DLINC also supports students with disabilities in accessing bilingual instruction through push-in services, co-teaching, and standards-aligned materials that promote equitable participation in both languages.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	NWEA MAP Spanish Reading	42% meeting/exceeding grade level	45%		60%	18%
4.2	CAASPP ELA	76% meeting/exceeding grade level	78%		80%	3%
4.3	Increase enrollment of EL students	40	41	36	90	50

Goal Analysis [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 this goal were implemented as intended, with only minor differences between planned and actual execution. The Spanish Language Arts teacher position was fully implemented and provided consistent instructional support throughout the year. Professional development was also fully implemented; however, the planned IRIS behavioral training ultimately incurred no cost because the provider offered the training for free, representing a substantive but positive difference from the original plan. Spanish trade books were purchased and integrated into classroom instruction, expanding access to culturally relevant and grade-level texts. Community outreach efforts were fully implemented as well, strengthening family engagement and communication. Across all actions, the school experienced strong implementation with no significant challenges, and each action contributed to improved instructional quality and community connection.

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.

The primary material difference was a $12,000 savings resulting from the IRIS behavioral training being provided at no cost, despite originally being budgeted as a paid professional development expense. All other actions were implemented as planned with no additional variances.

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

All actions under this goal were effective in making measurable progress toward the intended outcomes. The fully implemented Spanish Language Arts teacher position strengthened bilingual literacy instruction and increased students' access to high-quality, culturally relevant learning experiences. Professional development was also effective, with staff reporting increased confidence in instructional and behavioral strategies; the IRIS behavioral training, which was provided at no cost, resulted in a $12,000 savings without reducing the quality or scope of training. The purchase and use of Spanish trade books further supported literacy engagement, as students demonstrated increased interest in reading and greater comfort accessing grade-level texts in Spanish. Community outreach efforts were fully implemented and highly effective, as evidenced by strong family participation, positive feedback, and improved communication between school and home. Collectively, these actions contributed to stronger student engagement, improved instructional quality, and deeper family-school connection.

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.

A minor adjustment will be made for the upcoming year: the action previously described as purchasing Spanish trade books will be updated to Spanish classroom library books to more accurately reflect the type of texts being acquired for daily instructional use. No other changes to planned actions are anticipated at this time.

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
4.1	Spanish Language Arts Teacher	DLINC will continue to employ a middle school teacher for Spanish Language arts instruction.	$75,000.00	Yes
4.2	Professional Development	DLINC will finance Orton-Gillingham training for 5 teachers	$12,000.00	Yes
4.3	Spanish classroom library books	DLINC will purchase classroom library books and develop our reading culture.	$10,000.00	Yes
4.4	Community Outreach	DLINC will engage in community outreach to increase enrollment of Spanish-speaking families	$10,000.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$331,617.00	$0.00

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
11.521%	0.000%	$0.00	11.521%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Math Intervention teacher **Need:** Unduplicated pupils make up a significant portion of DLINC's student population, and several grade levels—particularly grades 3 and 5, where over half of students are low income—have larger-than-average class sizes of 30 students. These conditions increase the need for targeted math support to ensure	The math intervention teacher is provided schoolwide because unduplicated pupils benefit significantly from consistent, credentialed support in foundational math skills. This role allows for both core instruction in upper grades and targeted intervention in early grades, addressing gaps that disproportionately affect ELs, SWD, and SED students. By offering small-group instruction, reteaching, and scaffolded support, the intervention teacher helps students access grade-level content and build confidence in mathematics.	SBAC 2024-2027, NWEA 2024-2027

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	equitable access to grade-level instruction. In addition, English Learners experienced a decline in math performance last year, indicating a need for more consistent, scaffolded support during core instruction. A credentialed Math Intervention Teacher addresses these needs by providing small-group intervention, in-class support, and targeted skill development that directly benefits English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. This role ensures that unduplicated pupils receive timely, focused assistance that strengthens foundational skills and accelerates progress toward grade-level proficiency. **Scope:** LEA-wide	Providing this action schoolwide ensures equitable access to high-impact intervention services and maintains continuity across classrooms and grade levels.	
1.2	**Action:** Supplementary Math and ELA Intervention Clinics **Need:** Unduplicated pupils represent over half of DLINC's student population, and their assessment data indicate a continued need for targeted literacy and math support beyond core instruction. The Reading and Math intervention clinics address this need by providing structured, small-group instruction with built-in scaffolds that directly benefit English Learners, Students with Disabilities, and Socioeconomically Disadvantaged	Supplementary ELA intervention is offered schoolwide because it provides structured, bilingual literacy support that directly addresses the needs of unduplicated pupils. English reading clinics for grades 3–8 and Spanish clinics for grades 1–2 align with DLINC's dual-language model and ensure that ELs, SWD, and SED students receive targeted instruction in the language of their primary literacy development. This structure supports vocabulary growth, decoding, comprehension, and foundational reading skills. Schoolwide implementation guarantees that all students performing below grade level have equitable access to intervention, regardless of classroom placement or background.	SBAC 2024-2027, NWEA 2024-2027

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students. These students often require additional opportunities to build foundational skills, receive immediate feedback, and engage with language-rich routines that support both content and academic vocabulary development. By offering consistent intervention clinics, DLINC ensures equitable access to targeted support that accelerates progress toward grade-level proficiency and closes identified achievement gaps for unduplicated pupils. **Scope:** LEA-wide	Supplementary math intervention is provided schoolwide to ensure that all students, especially unduplicated pupils, receive timely support when they experience difficulty with grade-level math content. This flexible, needs-based model allows teachers to identify students who require additional instruction and provide targeted small-group or one-on-one support. ELs, SWD, and SED students often benefit from immediate reteaching, scaffolded practice, and opportunities to reinforce foundational skills. Offering this intervention schoolwide ensures equitable access to math support and helps reduce achievement gaps across student groups.	
1.3	**Action:** Eureka Math Curriculum **Need:** Unduplicated pupils comprise over half of DLINC's student population, and their academic data show a continued need for consistent access to high-quality, standards-aligned math instruction. Eureka Math addresses this need by providing a coherent curriculum with built-in scaffolds, visual models, and structured language routines that directly support English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students in accessing grade-level content. Because unduplicated pupils often experience greater variability in prior math preparation, a rigorous, schoolwide curriculum ensures equitable access to strong instruction, consistent vocabulary, and	Eureka Math is provided schoolwide because it delivers a coherent, standards-aligned curriculum that effectively supports the needs of unduplicated pupils, including English Learners (ELs), Students with Disabilities (SWD), and Socioeconomically Disadvantaged (SED) students. Its built-in scaffolds, visual models, and consistent lesson structure make grade-level content more accessible, particularly for students who benefit from explicit language routines, predictable instructional design, and multiple entry points. Schoolwide implementation ensures that all students receive equitable access to high-quality math instruction and that classrooms remain aligned in vocabulary, pacing, and instructional expectations, which is especially important for unduplicated pupils who may experience greater variability in academic preparation.	SBAC 2024-2027, NWEA 2024-2027

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	predictable lesson structures that promote deeper conceptual understanding. **Scope:**		
1.4	**Action:** Lexia Learning **Need:** English Learners: NWEA Fall 2024 32%ile NWEA Winter 2025 37th %ile NWEA Spring 2025 23% ile **Scope:** LEA-wide	Lexia Learning is provided schoolwide because it delivers a structured, adaptive literacy program that directly supports the needs of unduplicated pupils, including ELs, SWD, and SED students. The platform adjusts to each student's skill level, offering targeted practice and immediate feedback that help close foundational literacy gaps. Its built-in language supports benefit English Learners, while its systematic, phonics-based approach provides accessible entry points for students with disabilities. Schoolwide implementation ensures that all students—regardless of background or prior learning experiences—receive consistent access to high-quality literacy instruction and progress monitoring, promoting equitable outcomes across the school.	NWEA/ELPAC/SBAC
2.1	**Action:** ELOP Vendor (Vista Athletic Club) **Need:** The majority of our ELOP participants are unduplicated pupils. Working with a vendor for ELOP ensures a broader range of academic support as well as exposure to more enrichment activities such as art, STEM and dance.	This is selected as an LEA-wide action as the majority of our students are unduplicated pupils.	ELOP enrollment, NWEA MAP to measure effectiveness of academic components of the program.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.7	**Action:** Third Grade Teacher **Need:** High quality teachers teaching classes of acceptable size. **Scope:** LEA-wide	The action supports the schools growth trajectory, increasing enrollment choices/opportunities for families of unduplicated pupils.	Enrollment numbers: 40-50 third graders
3.5	**Action:** Summer Academics and Support Staff **Need:** Because the camp is low cost or free, depending on SES, it is well attended and additional support in these areas is needed for rigor, safety and order. **Scope:** LEA-wide	Adequate staff ensures student progress and safety.	Parent Satisfaction Surveys
3.6	**Action:** Building Improvements **Need:** Sufficiently useable, well-maintained space for a comfortable and high-quality learning experience.	The action supports the school's growth trajectory, increasing enrollment choices/ opportunities for the families of unduplicated pupils.	Enrollment: 310 students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
4.1	**Action:** Spanish Language Arts Teacher **Need:** Access to higher quality language instruction. **Scope:** LEA-wide	Prior to employing a designated Spanish Language Arts (SLA) teacher, SLA was integrated with Science and Social Studies. A class that is purely language focused improves proficiency outcomes.	NWEA MAP Spanish Reading Scores
4.2	**Action:** Professional Development **Need:** Access to teachers who are current in their pedagogy and well-trained. **Scope:** LEA-wide	Well-trained and inspired teachers are more effective teachers. The training translates to increased student achievement.	SBAC/CAASPP and NWEA.
4.3	**Action:** Spanish classroom library books **Need:** Access to reading material specifically at their reading level. **Scope:** LEA-wide	Unduplicated pupils make up over half of DLINC's student population. DLINC is a strong reading culture and as such, all students must have access to reading material at their reading level. This requires well-developed classroom libraries.	CAASPP/SBAC and NWEA MAP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.4	**Action:** Community Outreach **Need:** Access to a high quality dual immersion program in which numbers of native speakers of English and Spanish are optimized per known best practices. **Scope:** LEA-wide	Over half of DLINC students are unduplicated pupils who deserve the highest quality program possible. Outreach is needed in order to recruit families in which Spanish is spoken in the home. This promotes cultural competency within the school community.	Increased enrollment of EL population

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.5	**Action:** School uniforms **Need:** 46% of our student population in low income. Providing up to $2,000 in uniform assistance ensures that all students—regardless of family income—are able to meet uniform expectations without hardship. This support promotes socioeconomic diversity, which is a core strength of the school community and contributes to positive school culture, peer relationships, and overall student well-being.	To ensure that low income students have access to school uniforms which are an important part of our school culture.	Uniforms for 1-5 students during the school year.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(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.

The methodology used to determine the contribution of this action toward the Planned Percentage of Improved Services was based on a review of historical spending patterns for uniform assistance for low-income students. The school examined the actual costs incurred in prior years to support this student group and then increased the amount slightly to account for anticipated growth in the number of eligible students and expected need. This approach ensures that the planned contribution reflects a reasonable projection grounded in past expenditures while aligning with the school's commitment to maintaining equitable access for low-income students.

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.

N/A

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	1:27.5:	
Staff-to-student ratio of certificated staff providing direct services to students	1:15.27	

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$2,878,425.00	331,617.00	11.521%	0.000%	11.521%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$739,000.00	$200,000.00	$0.00	$0.00	$939,000.00	$611,000.00	$328,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Math Intervention teacher	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: DLINC 5-8	Year 2	$70,000.00	$0.00	$70,000.00				$70,000.00	13.23%
1	1.2	Supplementary Math and ELA Intervention Clinics	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: DLINC Grades 1-5	Year 2	$40,000.00	$0.00	$40,000.00				$40,000.00	7.56%
1	1.3	Eureka Math Curriculum	All	No			Specific Schools: DLINC Grades K-8	ongoing	$0.00	$18,000.00	$18,000.00				$18,000.00	
1	1.4	Lexia Learning	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: DLINC Grades 1-8	ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	2.84%
2	2.1	ELOP Vendor (Vista Athletic Club)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: DLINC Grades TK-8	ongoing	$0.00	$200,000.00		$200,000.00			$200,000.00	37.81%
2	2.2	Project-based Learning	All	No			Specific Schools: DLINC Grades TK-8	ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.3	Field Trip Transportation	All	No			Specific Schools: DLINC Grades TK-8	ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.4	SPED Meet and Greet	Students with Disabilities	No			Specific Schools: DLINC	Ongoing	$0.00	$500.00	$500.00				$500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Parents									
2	2.5	School uniforms	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: DLINC TK-8	ongoing	$0.00	$2,000.00	$2,000.00				$2,000.00	.38%
2	2.6		All	No			Specific Schools: DLINC Parents	ongoing	$0.00	$500.00	$500.00				$500.00	
2	2.7	Third Grade Teacher	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: DLINC Grade 2	year 2	$75,000.00	$0.00	$75,000.00				$75,000.00	14.17%
3	3.1	Full-Time Counselor	All	No			Specific Schools: DLINC TK-8	ongoing	$96,000.00	$0.00	$96,000.00				$96,000.00	
3	3.2	Day Porter	All	No			Specific Schools: DLINC TK-8	ongoing	$0.00	$35,000.00	$35,000.00				$35,000.00	
3	3.3	Nutrition Services	All	No			Specific Schools: DLINC TK-8	ongoing	$35,000.00	$0.00	$35,000.00				$35,000.00	
3	3.4	Special Education Professional Development	Students with Disabilities	No			Specific Schools: DLINC TK-8	Year 2	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.5	Summer Academics and Support Staff	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: DLINC TK-8	Year 2	$20,000.00	$0.00	$20,000.00				$20,000.00	3.78%
3	3.6	Building Improvements	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: DLINC TK-8	Year 2	$200,000.00	$0.00	$200,000.00				$200,000.00	37.81%
4	4.1	Spanish Language Arts Teacher	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: DLINC grades 6-8	ongoing	$75,000.00	$0.00	$75,000.00				$75,000.00	14.17%
4	4.2	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: DLINC Teachers	Year 2	$0.00	$12,000.00	$12,000.00				$12,000.00	2.27%

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
4	4.3	Spanish classroom library books	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: DLINC Grades K-8	Year 2	$0.00	$10,000.00	$10,000.00				$10,000.00	3.78%
4	4.4	Community Outreach	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: DLINC Parents	Year 2	$0.00	$10,000.00	$10,000.00				$10,000.00	1.89%

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)	Totals by Type	Total LCFF Funds
$2,878,425.00	331,617.00	11.521%	0.000%	11.521%	$529,000.00	139.690%	158.068 %	**Total:**	$529,000.00
								LEA-wide Total:	$527,000.00
								Limited Total:	$2,000.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Math Intervention teacher	Yes	LEA-wide	English Learners Low Income		$70,000.00	13.23%
1	1.2	Supplementary Math and ELA Intervention Clinics	Yes	LEA-wide	English Learners Low Income		$40,000.00	7.56%
1	1.4	Lexia Learning	Yes	LEA-wide	English Learners Low Income		$15,000.00	2.84%
2	2.1	ELOP Vendor (Vista Athletic Club)	Yes	LEA-wide	English Learners Low Income			37.81%
2	2.5	School uniforms	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: DLINC TK-8	$2,000.00	.38%
2	2.7	Third Grade Teacher	Yes	LEA-wide	English Learners Low Income		$75,000.00	14.17%
3	3.5	Summer Academics and Support Staff	Yes	LEA-wide	English Learners Low Income		$20,000.00	3.78%
3	3.6	Building Improvements	Yes	LEA-wide	English Learners Low Income		$200,000.00	37.81%
4	4.1	Spanish Language Arts Teacher	Yes	LEA-wide	English Learners Low Income		$75,000.00	14.17%

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 (%)
4	4.2	Professional Development	Yes	LEA-wide	English Learners Low Income		$12,000.00	2.27%
4	4.3	Spanish classroom library books	Yes	LEA-wide	English Learners Low Income		$10,000.00	3.78%
4	4.4	Community Outreach	Yes	LEA-wide	English Learners Low Income		$10,000.00	1.89%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$912,000.00	$645,196.97

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Math Intervention teacher	Yes	$70,000.00	$78,401.00
1	**1.2**	Supplementary Math and ELA Intervention Clinics	Yes	$40,000.00	$9600.00
1	**1.3**	Eureka Math Curriculum	No	$18,000.00	$15,131.81
1	**1.4**	Lexia Learning	Yes	$15,000.00	$0.00
2	**2.1**	ELOP Vendor (Vista Athletic Club)	Yes	$175,000.00	$175,000.00
2	**2.2**	Project-based Learning	No	$10,000.00	$2,000.00
2	**2.3**	Field Trip Transportation	No	$10,000.00	$8,320.00
2	**2.4**	SPED Meet and Greet	No	$500.00	$0.00
2	**2.5**	School Uniforms	Yes	$2,000.00	$94.87
2	**2.6**	Coffee with the Principal	No	$500.00	$250.00
2	**2.7**	Second Grade Teacher	Yes	$75,000.00	$70,901.00

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)
3	3.1	Full-Time Counselor	No	$94,000.00	$94,000.00
3	3.2	Day Porter	No	$35,000.00	$35,000.00
3	3.3	Nutrition Services	No	$35,000.00	$35,000.00
3	3.4	Special Education Room Computers	No	$5,000.00	$8005.63
3	3.5	Summer Academics and Support Staff	Yes	$20,000.00	$20,000.00
3	3.6	Modular Classroom	Yes	$200,000.00	$0.00
4	4.1	Spanish Language Arts Teacher	Yes	$75,000.00	$82,901.00
4	4.2	Professional Development	Yes	$12,000.00	$0.00
4	4.3	Spanish Trade Books to accompany Spanish curriculum	Yes	$10,000.00	$2091.66
4	4.4	Community Outreach	Yes	$10,000.00	$8500.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
307,053.00	$529,000.00	$272,489.53	$256,510.47	75.050%	37.554%	-37.497%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Math Intervention teacher	Yes	$70,000.00	$78,401.00	9.94%	11.13%
1	1.2	Supplementary Math and ELA Intervention Clinics	Yes	$40,000.00	$9600.00	5.68%	1.36%
1	1.4	Lexia Learning	Yes	$15,000.00	0.00	2.1%	0.00%
2	2.1	ELOP Vendor (Vista Athletic Club)	Yes	0	0	0	0
2	2.5	School Uniforms	Yes	$2,000.00	$94.87	.28%	.0135%
2	2.7	Second Grade Teacher	Yes	$75,000.00	$70,901.00	10.65%	10.07%
3	3.5	Summer Academics and Support Staff	Yes	$20,000.00	$20,000.00	2.8%	2.8%
3	3.6	Modular Classroom	Yes	$200,000.00	$0.00	28.41%	0.00%
4	4.1	Spanish Language Arts Teacher	Yes	$75,000.00	$82,901.00	10.65%	11.77%
4	4.2	Professional Development	Yes	$12,000.00	$0.00	1.7%	0.00%
4	4.3	Spanish Trade Books to accompany Spanish curriculum	Yes	$10,000.00	$2091.66	1.42%	.29%
4	4.4	Community Outreach	Yes	$10,000.00	$8500.00	1.42	.12%

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)
3,148,282.00	307,053.00	0.00	9.753%	$272,489.53	37.554%	46.209%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

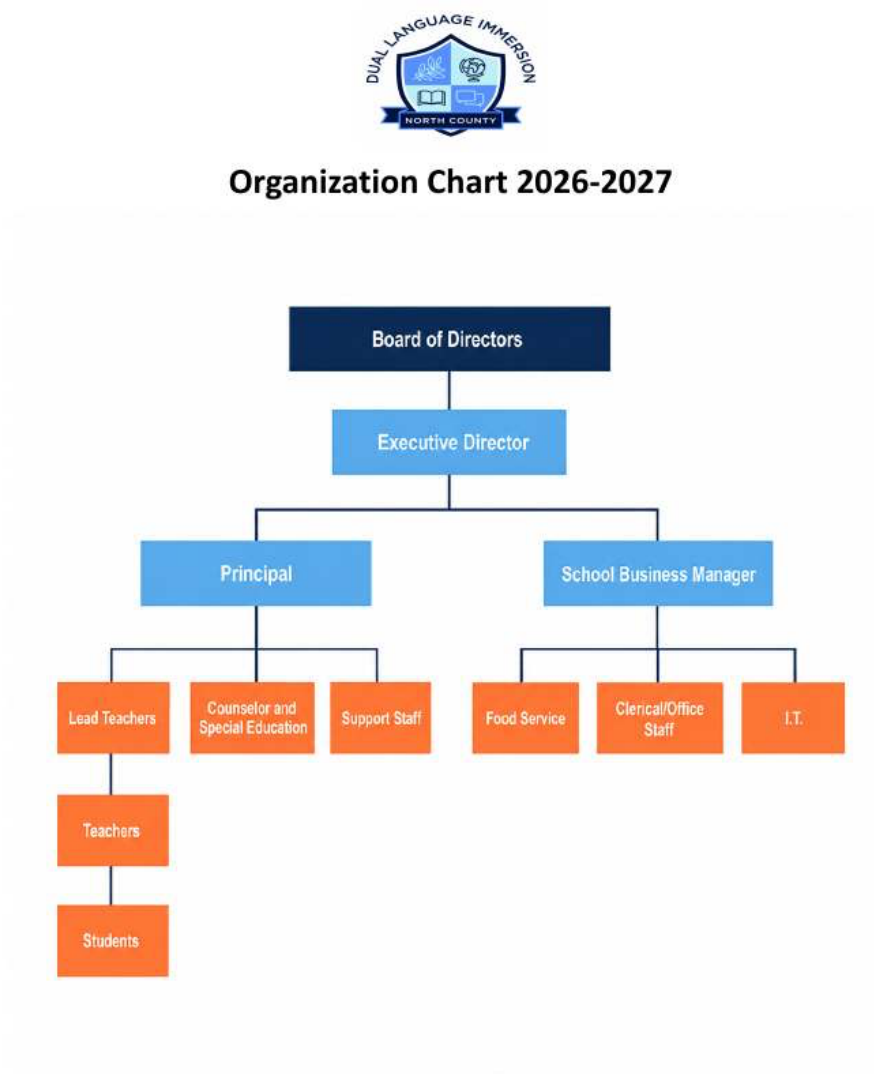
  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

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Appendix B: Organizational Chart



Return to Appendices

Appendix C: Articles of Incorporation, Bylaws, and Conflict of Interest Code

Articles of Incorporation

4165173

FILED
SECRETARY OF STATE
STATE OF CALIFORNIA
JUN 18 2018

ARTICLES OF INCORPORATION
OF
NATIONAL UNIVERSITY ACADEMY DUAL LANGUAGE INSTITUTE
a California Nonprofit Public Benefit Corporation

Article 1-Name and Address of Corporation

1.1 The Name of the Corporation is National University Academy Dual Language Institute.

1.2 The Corporation's street address and mailing address is 11355 North Torrey Pines Road, La Jolla, California 92037.

Article 2- Purpose of Corporation

2.1 This Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.

2.2 This Corporation is formed, and shall be operated, exclusively to support National University Academy, a non-profit organization recognized under IRC§ 503(c)(1) and a public charity under 509(a)(1).

2.3 The specific purpose of this Corporation shall be to oversee operations of National University Academy Dual Language Institute, a charter school authorized to operate within the boundaries of the San Diego Unified School District within the county of San Diego, California. National University Academy Dual Language Institute is formed specifically to maintain and preserve the interests of the Dual Language Institute Charter School by advancing its academic mission. The Corporation will be responsible for managing, operating, directing, promoting, and supporting National University Academy Dual Language Institute Charter School. The Corporation will 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 the corporation's general and specific purposes. The Corporation shall also carry on other educational and charitable activities associated with this goal, as allowed by law.

2.4 The Corporation is organized exclusively for educational, scientific, literary, and/or charitable purposes within the meaning of Internal Revenue Code § 501 (c)(3) or the corresponding provision of any future United States Internal Revenue Law. Despite any other provisions in these articles, the Corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that do not further the purposes of the Corporation, and the Corporation shall not carry on other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Internal Revenue Code § 501 (c)(3) or the corresponding provision of any future United States Internal Revenue Law; or (b) a corporation, contributions to which are deductible under Internal Revenue Code § 170(c)(2) or the corresponding provision of any future United States Internal Revenue Law.

1

Article 3- Officers and Directors

3.1 The manner in which Officers and Directors shall be chosen and removed from office, their qualifications, number, power, duties, compensation, the manner of filling vacancies, and the manner of calling and holding meetings of Directors, shall be stated as in the Bylaws of the Corporation.

3.2 To the fullest extent permitted under California law, neither Officers nor Directors shall be personally liable for the debts, liabilities, or obligations of this Corporation.

Article 4- Members

4.1 The Corporation shall have no members as that term is defined in Section 5056 of the California Corporations Code, or in any successor statute. Any corporate action that would otherwise require approval by a majority of all members or approval by any other proportion on members shall require only approval by the Board of Directors.

Article 5- Agent for Service of Process

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

Pablo I. Fabian, Esq.
National University System
11355 North Torrey Pines Road
La Jolla, California 92037

Article 6- Tax Exempt Status of Corporation

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

6.2 All corporate property is irrevocably dedicated to the purposes of the Corporation - set forth in Article 2. No part of the net earnings of the Corporation shall inure to the benefit of any of its directors, trustees, officers, private shareholders or members, or to any individuals.

6.3 On the winding up and dissolution of the Corporation, and after paying or adequately providing for its debts and obligations, the remaining assets shall be distributed to National University, provided that at the time of this Corporation's dissolution, National University is then described in Internal Revenue Code §

170 (b)(I)(A) 501 (c)(3), and 509(a)(I) and as long as it then meets the requirements of California Revenue and Taxation Code § 214. If National University does not meet these requirements at the time of the Corporation 's dissolution, distribution of the Corporation's remaining assets shall be to such corporation that has been substituted for National University as the organization that this Corporation is operated exclusively to support, provided that the substituted corporation is n non-profit fund, foundation, or corporation which is organized and operated exclusively for charitable education and/or religious purposes and which has established tax-exempt stat us under IRC section 501 (c)(3). If no such corporation exists, the remaining assets of this Corporation shall be distributed to another nonprofit fund, foundation. or corporation which is organized and operated exclusively for charitable education and/or religious purposes and which has established tax-exempt status under IRC section 501(c)(3).

Dated: 10/18/2018

Pablo I. Fabian

I hereby certify that the foregoing transcript of 2 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

JUN 25 2018

Date:

ALEX PADILLA, Secretary of State

NGTO

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CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION

FILED
SECRETARY OF STATE
STATE OF CALIFORNIA

SEP 18 2020 PM

2PC

The undersigned certify that:

1. They are the President and Secretary, respectively, of National University Academy Dual Language Institute, a California corporation.

2. Article I of the Articles of Incorporation of this Corporation is amended to read as follows:

   "The name of this corporation is Dual Language Immersion North County."

3. The foregoing amendment of 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: _____ _____, President

DATE: 9/14/20 _____, Secretary

I hereby certify that the foregoing transcript of 1 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

OCT 08 2020

Date:

ALEX PADILLA, Secretary of State

Bylaws

BYLAWS
OF
DUAL LANGUAGE IMMERSION NORTH COUNTY
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this Corporation is Dual Language Immersion North County.

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 the Corporation is 2030 University Drive, Vista, California 92084. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 3. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities, but any meetings at such office must be in accordance with these bylaws.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

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

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office. The Corporation also cannot carry on any activities inconsistent with its approved charter unless first seeking a material revision from the San Diego County Office of Education.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules 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. The Corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the charter governing the charter schools operated as or by the Corporation. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Liquidation or dissolution of the corporation shall be done according to the Closure Procedures in the charter petition, if applicable.

ARTICLE VI
CORPORATION WITHOUT MEMBERS

Section 1. CORPORATION WITHOUT MEMBERS. The Corporation shall have no voting 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 Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board").

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of this article, but subject to the same limitations, the Board of Directors shall have the power to:

a. 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; and require from them security for faithful service.

b. Change the principal office or the principal business office in California from one location to another.

c. 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, in accordance with its any applicable agreements with the San Diego County Office of Education.

d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than seven (7), unless changed by amendments to these bylaws. The Board composition shall include a parent representative and up to five (5) community representatives. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(c). If the charter authorizer appoints a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. Candidates for the parent representative seat shall be selected from the parents and guardians of students attending Dual Language Immersion North County and shall be appointed by the Board of Directors. The community representatives shall also be appointed by the Board of Directors.

Each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) year(s) and until a successor director has been designated and qualified.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, 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 who is placed on a uniform salary schedule with transparency and through a defendable placement procedure. The Board may adopt other policies circumscribing potential conflicts of interest so long as consistent with the Charter School's charter.

Section 5. DIRECTORS' TERMS. Each director shall hold office unless otherwise removed from office in accordance with these bylaws for 2 (two) years and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The Chairperson of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of

such designation 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 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. No corporate funds may be expended to support a nominee.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal 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 Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairperson of the Board, if any, or to the President, or the Secretary, or to 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 10. 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 elected director or directors.

Section 11. REMOVAL OF DIRECTORS. The community representatives and the parent 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 representative appointed by the charter authorizer may be removed with or without cause by the charter authorizer or its designee or with the written consent of the charter authorizer or its designee.").

Section 12. VACANCIES FILLED BY BOARD. A vacancy in a community or parent representative seat 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 (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. The charter authorizer has the sole right to fill a vacancy in the seat of the representative of the charter authorizer.

Section 13. 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 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the location of Dual Language Immersion North County school site unless the Board of Directors designates another location in accordance with these bylaws. The Board of Directors may also designate that a meeting be held at any place within the physical boundaries of San Diego County 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 and Education Code Section 47604.1.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act and Education Code Section 47604.1. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. 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. Notice of the agenda will be posted physically in a location within the Charter School's jurisdiction that can be accessed at all times and on the Charter School's website homepage with a prominent and direct link.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairperson of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairperson of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairperson of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. 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 agenda will be posted physically in a location within the Charter School's jurisdiction that can be accessed at all times and on the Charter School's website homepage with a prominent and direct link. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.

b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient

or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

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

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 20. TELECONFERENCE MEETINGS. 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 San Diego County;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;[1]

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.[2]

g. The Dual Language Immersion North County schoolsite shall be available to

[1] 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.

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

members of the public to hear the meeting irrespective if any Board members are in attendance at the school site.[3]

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

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, 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 23. CREATION AND 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 directors then in office. 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. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;

b. Fill vacancies on the Board of Directors or any committee of the Board;

c. Fix compensation of the directors for serving on the Board of Directors or on any committee;

d. Amend or repeal bylaws or adopt new bylaws;

e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;

f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;

g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

h. Approve any contract or transaction to which the Corporation is a party and in which

[3] The teleconferencing requirements of this Section shall not apply as provided in Section 54953(b)(4). Pursuant to Government Code Section 54953.8, the Corporation may use teleconferencing without complying with the requirements of paragraphs (a), (c), and (d) if the Corporation complies with the requirements of Sections 54953.8.2., 54953.8.3, or 54953.8.6.

one or more of its directors has a material financial interest.

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 24. 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 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 26. 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 the Corporation shall be a Chairperson, a President, a Secretary, and a Chief Financial Officer. The Corporation, at the Board's direction, may also have a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification. Except for the Chairperson of the Board and Vice-Chair, officers shall not also be directors (Board members).

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 President or the Chairperson of the Board.

Section 3. ELECTION OF OFFICERS. The officers of the Corporation 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. 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.

Section 5. 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 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. CHAIRPERSON OF THE BOARD. If a Chairperson of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairperson of the Board of Directors is elected, there shall also be a Vice-Chairperson of the Board of Directors. In the absence of the Chairperson, the Vice-Chairperson 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.

Section 8. PRESIDENT. The President, also known as the Executive Director, shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. If there is no Chairperson of the Board, the President shall also preside at the Board of Directors' meetings.

Section 9. 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 the directors 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 the bylaws may require.

Section 10. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to 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 (a) 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; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the President, Chairperson 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 (d) 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

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

ARTICLE X
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest in compliance with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; 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 XII
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, the

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 Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII
INSURANCE

Section 1. INSURANCE. The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such. The Corporation shall, at minimum, maintain insurance coverage as described in its charter.

ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS

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

a. Adequate and correct books and records of account;
b. Written minutes of the proceedings of the Board and committees of the Board; and
c. Such reports and records as required by law.

ARTICLE XV
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. 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. 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.

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. The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) 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 Corporation shall comply with California Corporations Code section 6322 to the extent such Code does not conflict with the Political Reform Act (Gov. Code § 87100) and Government Code Section 1090, *et seq*. The Board shall engage in training to ensure compliance with Conflict of Interest Policy

ARTICLE XVII
BYLAW AMENDMENTS

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

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 make any provisions of these Bylaws inconsistent with the corporation's Articles of Incorporation, or any laws.

ARTICLE XVIII
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Dual Language Immersion North County, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of the Corporation as adopted by the Board of Directors on February 7, 2024; and that these bylaws have not been amended or modified since that date.

Executed on February 7, 2024 at Vista, California.

Monica Manzano, Secretary

Conflict of Interest Code

DUAL LANGUAGE IMMERSION NORTH COUNTY

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., Dual Language Immersion North County hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members and all other designated employees of Dual Language Immersion North County ("Charter School"), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

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

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing official shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Executive Director, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

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).

EXHIBIT A

Designated Positions

Designated Position	Assigned Disclosure Category
Members of the Governing Board	1, 2
Executive Director	1, 2
Principal	3
Business Manager/CFO	1, 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 Executive Director 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 Executive Director 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).

EXHIBIT 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 that has authorized a school operated by Dual Language Immersion North County, or

- of any facility utilized by Dual Language Immersion North County, or
- of a proposed site for a Dual Language Immersion North County 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 Dual Language Immersion North County.

Category 3

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 the designated position's department.

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Appendix D: Related Parties or Entities Statement

2030 UNIVERSITY DRIVE, VISTA, CA 92083 P: 760.203.5140 DLINORTHCOUNTY.ORG

Related-Party Disclosure Statement

Date: September 10, 2026

To: San Diego County Office of Education

Charter Schools Division

Re: Related-Party and Related-Entity Disclosure

Dual Language Immersion North County has conducted a review of all board members, employees with decision-making authority, vendors, contractors, and affiliated organizations. Based on this review, the school confirms the following:

- The school has **no related-party relationships** to disclose.
- No board member, employee, or immediate family member has any financial interest in any vendor, contractor, or affiliated organization.
- The school has **no related entities**, overlapping boards, or affiliated organizations that require disclosure under Education Code 47604.1 or Government Code 1090.
- All board members and designated staff have filed **Form 700** as required.

Accordingly, Dual Language Immersion North County reports **zero related-party transactions** for the current charter term.

Sincerely,

Mallory Wirth, Executive Director

David Nelson, Board Chair

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Appendix E: SELPA Consultation Letter

EDCOE

EL DORADO COUNTY OFFICE OF EDUCATION
Dr. Ed Manansala - El Dorado County Superintendent of Schools

EL DORADO CHARTERSELPA
Special Education Local Plan Area

April 23, 2026

Mallory Wirth
Executive Director/Principal
2030 University Drive
Vista, CA 92803

Sent via Email

Re: Dual Language Immersion North County – CDS # 37-10371-0138594

To whom it may concern,

Dual Language Immersion North County has been a member of the El Dorado County Charter SELPA since July 2018. Dual Language Immersion North County 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:lc

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Appendix F: Lease Agreement Cover Page

AIR COMMERCIAL REAL ESTATE ASSOCIATION
STANDARD INDUSTRIAL/COMMERCIAL SINGLE-TENANT LEASE -- NET
(DO NOT USE THIS FORM FOR MULTI-TENANT BUILDINGS)

1. **Basic Provisions ("Basic Provisions").**
1.1 **Parties:** This Lease ("Lease"), dated for reference purposes only November 29, 2016, is made by and between Edward Der-Avakian, as Trustee of the Edward Der-Avakian 2001 Trust ("Lessor") and National University Academy, a California non-profit corporation ("Lessee"), (collectively the "Parties," or individually a "Party").

1.2 **Premises:** That certain real property, including all improvements therein or to be provided by Lessor under the terms of this Lease, and commonly known as 2030 University Drive, located in the County of San Diego, State of California, and generally described as (describe briefly the nature of the property and, if applicable, the "Project", if the property is located within a Project) an approximately 14,969 square foot office building. ("Premises"). (See also Paragraph 2)

1.3 **Term:** 0 years and 128 months ("Original Term") commencing See Addendum ("Commencement Date") and ending that certain date which is 128 months following the Commencement Date ("Expiration Date"). (See also Paragraph 3)

1.4 **Early Possession:** ~~If the Premises are available Lessee may have non-exclusive possession of the Premises commencing~~ Lessee is currently in possession of the Premises ("Early Possession Date"). (See also Paragraphs 3.2 and 3.3)

1.5 **Base Rent:** $19,609.39 per month ("Base Rent"), payable on the 1st day of each month commencing on the first (1st) day of the first full month following the Commencement Date. (See also Paragraph 4)

☑ If this box is checked, there are provisions in this Lease for the Base Rent to be adjusted. See Paragraph See Addendum

1.6 **Base Rent and Other Monies Paid Upon Execution:**
(a) **Base Rent:** $19,609.39 for the period first (1st) full month of the Term following the Commencement Date
(b) **Security Deposit:** $26,353.38 ("Security Deposit"). (See also Paragraph 5)
(c) **Association Fees:** $ for the period
(d) **Other:** $ for
(e) **Total Due Upon Execution of this Lease:** $See Addendum

1.7 **Agreed Use:** for office and educational purposes and any other uses incidental thereto. (See also Paragraph 6)

1.8 **Insuring Party:** Lessor is the "Insuring Party" unless otherwise stated herein. (See also Paragraph 8)

1.9 **Real Estate Brokers:** (See also Paragraph 15 and 25)
(a) **Representation:** The following real estate brokers (the "Brokers") and brokerage relationships exist in this transaction (check applicable boxes):
☐ represents Lessor exclusively ("Lessor's Broker");
☐ CBRE, Inc. represents Lessee exclusively ("Lessee's Broker"); or
☐ represents both Lessor and Lessee ("Dual Agency").
~~(b) Payment to Brokers: Upon execution and delivery of this Lease by both Parties, Lessor shall pay to the Brokers the brokerage fee agreed to in a separate written agreement (or if there is no such agreement, the sum of or % of the total Base Rent) for the brokerage services rendered by the Brokers.~~

1.10 **Guarantor.** The obligations of the Lessee under this Lease are to be guaranteed by National University, a California nonprofit, public benefit corporation ("Guarantor"). (See also Paragraph 37)

1.11 **Attachments.** Attached hereto are the following, all of which constitute a part of this Lease:
☑ an Addendum consisting of Paragraphs 1 through 35;
☐ a plot plan depicting the Premises;
☐ a current set of the Rules and Regulations;
☐ a Work Letter;
☑ other (specify): Guaranty of Lease

2. **Premises.**
2.1 **Letting.** Lessor hereby leases to Lessee, and Lessee hereby leases from Lessor, the Premises, for the term, at the rental, and

INITIALS INITIALS
©2001 - AIR COMMERCIAL REAL ESTATE ASSOCIATION FORM STN-23-09/15E

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Appendix G: Fiscal Policies and Procedures

Fiscal Policies and Procedures

Effective Date: August 2026 Revised Date: August 2026

PART I — POLICIES

100 — Governance & Oversight

- Board Oversight — The Board of Directors maintains ultimate fiduciary responsibility for DLINC's financial operations, approves the annual budget, reviews monthly financials, and adopts all fiscal policies.
- Executive Director Authority — The Executive Director (ED) is responsible for day-to-day financial management, budget implementation, and ensuring compliance with all fiscal policies.
- Business Office Responsibilities — The School Business Manager (SBM) and Assistant School Business Manager (ASBM) oversee accounting, purchasing, payroll, accounts payable, and internal controls.

200 — Internal Controls

- Segregation of Duties — DLINC maintains separation between authorization, custody, and record-keeping functions.
- System Access Controls (Section 205-B) — Access to Intacct and financial systems is restricted to authorized personnel. Permissions are assigned based on job duties and reviewed annually.
- Conflict of Interest — All employees and board members must comply with DLINC's Conflict of Interest Policy and Form 700 requirements.

207 — Capital Assets & Depreciation

Capitalization Threshold DLINC capitalizes assets with an original individual cost of $5,000 or more. Items under $5,000 are expensed in the period purchased.

Depreciation Capital assets are depreciated over their useful life using the straight-line method.

300 — Budget Development & Monitoring

- Annual Budget — Prepared by the ED and Business Office; reviewed by Finance Committee; adopted by the Board.
- Interim Reporting — DLINC prepares First Interim, Second Interim, and Unaudited Actuals in compliance with SDCOE requirements.
- Budget Transfers — Transfers within major object codes may be approved by the ED; transfers between major objects require Board approval.

400 — Accounting & Financial Reporting

- Accounting System — DLINC uses Intacct for all financial transactions.
- Chart of Accounts — Follows California School Accounting Manual (CSAM).
- Monthly Close — Completed by the Business Office; reviewed by the ED; presented to the Board.

500 — Revenue Management

- LCFF Revenue — Recorded based on P-2 and adjusted for ADA changes.
- Federal & State Grants — Managed in accordance with grant terms and federal Uniform Guidance.
- Donations & In-Kind Contributions — Documented and acknowledged per IRS requirements.

600 — Cash Management

- Bank Accounts — DLINC maintains accounts approved by the Board.
- Bank Reconciliations — Completed monthly by the ASBM; reviewed by the SBM.
- Stale-Dated Checks
    - Checks outstanding >90 days are reviewed monthly.
    - Attempts are made to contact the payee.
    - Checks >180 days may be voided and reissued.
    - Escheatment procedures follow California law.

700 — Purchasing & Procurement

- Purchasing Authority — ED approves purchases over $5,000.
- Competitive Bidding — Required for purchases over $50,000 unless exempt.
- Vendor Contracts — Must be reviewed by the ED and filed in the Business Office.

800 — Payroll & Personnel

- Timesheets — Required for hourly employees; approved by supervisors.
- Salary Schedules — Adopted annually by the Board.
- Payroll Processing — Managed by the Business Office; recurring payroll fees are exempt from dual-signature requirements.

900 — Audit & Compliance

- Annual Independent Audit — Conducted by a Board-approved CPA firm; submitted to SDCOE and CDE.
- Audit Findings — Corrective action plans are developed by the ED and Business Office.

PART II — PROCEDURES

1000 — Cash Receipts Procedures

- All checks are logged upon receipt.
- Deposits are made within five business days.
- No cash is kept overnight unless secured in a locked safe.

1100 — Accounts Payable Procedures

- Invoices are date-stamped upon receipt.
- ASBM verifies documentation and coding.
- ED approves invoices over $5,000.
- Payments over $15,000 require dual signatures.

1200 — Signature Authority Procedures

Approval Threshold Purchases or disbursements over $5,000 require documented approval by the Executive Director.

Dual Signature Requirement Disbursements exceeding $15,000 require two authorized signatures:

- The Executive Director, and
- The Assistant School Business Manager (primary second signor).

The School Business Manager may serve as an alternate second signor.

The Board Chair or Secretary may serve as emergency second signors if delegated by Board resolution.

Recurring Payments Exemption Recurring payments such as utilities, health insurance premiums, payroll processing fees, and other standing monthly obligations are exempt from the dual-signature requirement if within the Board-approved budget.

Segregation of Duties The ASBM shall not serve as second signor on any disbursement they personally initiate.

Documentation Dual approval may be recorded in Intacct or through external workflow documentation.

1300 — Purchasing Procedures

- Purchase Authorization Form required for purchases over $5,000.
- ED approval required before ordering.
- Business Office verifies receipt of goods/services.

1400 — Payroll Procedures

- Timesheets submitted biweekly.
- Payroll reviewed by ASBM; processed by SBM.
- ED approves payroll exceptions.

1500 — Travel & Reimbursement Procedures

- Pre-approval required for all travel.
- Reimbursements must include itemized receipts.
- Per-diem rates follow federal guidelines.

1600 — Record Retention

- Financial records retained for seven years.
- Electronic records stored securely with restricted access.

PART III — APPENDICES

- Appendix A: Useful Life Table for Capital Assets
- Appendix B: Purchase Authorization Form
- Appendix C: Dual-Signature Workflow

- Appendix D: Stale-Dated Check Workflow
- Appendix E: Conflict of Interest Policy Summary

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Appendix H: Independent Study Policy

INDEPENDENT STUDY POLICY

Dual Language Immersion North County ("Charter School") may offer independent study to meet the short-term educational needs of pupils enrolled in the Charter School. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully.

Independent study may be permitted, upon request, for all students who will be absent for a period of a minimum of one (1) school day and not more than fourteen (14) cumulative school days per school year. Further absences will be addressed in accordance with the Charter School's attendance policy and may be considered unexcused and/or lead to truancy prevention measures, depending on the nature of the absence.

To the extent possible, approval for independent study must be obtained from the Executive Director or designee in writing at least five (5) days before the commencement of the absence. The Executive Director or designee's considerations may include, but are not limited to, the student's current academic standing; the student's grade level; the timing relative to the grading period; the purpose of the absence for which independent study is requested; previous participation in independent study; available information about medical condition(s) which limit participation in classroom instruction; and input from teachers, MTSS team or IEP team as applicable. The Executive Director or designee shall not deny a request for independent study on the basis of race, ethnicity, age, gender, mental or physical disability or on the basis of any other protected characteristic, either actual or perceived.

The following written policies have been adopted by the Charter School Board of Directors for implementation at Charter School:

1. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 20 school days.

2. The Executive Director or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:

    a. When any pupil fails to complete 2 assignments during any period of 4 school days.

b. In the event a student's educational progress falls below satisfactory levels as determined by the Charter School's Student Success Team procedure, which considers ALL the following indicators:
    i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    iii. Learning required concepts, as determined by the supervising teacher.
    iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

3. The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction.

4. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:

    a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
    b. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
    c. Specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
    d. A statement of the policies adopted pursuant to Education Code Section 51747, subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the pupil should be allowed to continue in independent study.
    e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the

agreement. No independent study agreement shall be valid for any period longer than one school year.

f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.

g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.

h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

i. For a pupil participating in an independent study program that is scheduled for less than 15 school days, each written agreement shall be signed within 10 school days of the commencement of the first day of the pupil's enrollment in independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.

    - Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

5. The Charter School shall comply with Education Code sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.

6. The Executive Director may establish regulations to implement these policies in accordance with the law.

Tiered Re-engagement Procedures

The following tiered re-engagement procedures apply to all pupils who meet **any** of the following conditions:

- Are **not generating attendance for more than 10%** of required minimum instructional time over **four continuous weeks** or the LEA's approved instructional calendar
- Are **not participatory in synchronous instruction** for **more than 50%** of scheduled synchronous minutes in a school month, as applicable by grade span pursuant to EC 51747.5
- Are **in violation of the written independent study agreement** under EC 51747(g)

These procedures ensure timely identification, support, and intervention to promote pupil success.

1. Tier 1 – Universal Monitoring & Early Outreach

1.1 Verification of Contact Information

- At enrollment and at least once per semester, staff verify:
  - Parent/guardian phone numbers
  - Email addresses
  - Emergency contacts
  - Preferred communication method
- Any returned mail, undeliverable email, or disconnected phone triggers immediate verification efforts.

1.2 Daily Attendance & Participation Tracking

- Teachers record daily participation, synchronous attendance, and assignment completion.
- Non-attendance or non-participation is flagged automatically in the SIS.

1.3 Parent/Guardian Notification

- Parents/guardians are notified **within one school day** when a pupil records a non-attendance day or fails to participate in scheduled synchronous instruction.
- Notification may occur via phone, email, text message, or parent portal alert.

2. Tier 2 – Targeted Re-Engagement

Triggered when a pupil meets **any** of the following:

- More than **10% non-attendance** over four continuous weeks
- More than **50% missed synchronous instruction** in a school month
- Early signs of disengagement (missed assignments, lack of communication, declining performance)

2.1 Outreach to Determine Pupil Needs

School staff initiate direct outreach within **3 school days**, including:

- Phone calls to parent/guardian and pupil
- Email and text follow-ups
- Home visit if contact cannot be established
- Review of barriers such as:
  - Technology or connectivity issues
  - Academic struggles
  - Mental health concerns
  - Family circumstances
  - Need for special education or 504 supports

2.2 Connection to Supports

Based on identified needs, the school may connect the pupil/family with:

- Academic tutoring or intervention
- Technology support
- Counseling or mental health services
- Social services (food, housing, transportation, health care)
- Special education or 504 evaluation processes
- English learner supports

2.3 Progress Monitoring

- Staff document all outreach attempts and supports provided.
- Weekly check-ins are scheduled until the pupil demonstrates consistent participation.

3. Tier 3 – Intensive Re-Engagement & Review of Written Agreement

Triggered when:

- A pupil continues to be disengaged after Tier 2 interventions
- A pupil is **in violation of the written independent study agreement**
- A pupil's academic progress is at risk due to lack of participation

3.1 Required Pupil-Parent-Educator Conference

A conference is scheduled within **5 school days** to:

- Review the pupil's written independent study agreement
- Discuss participation expectations and academic progress
- Identify barriers and needed supports
- Determine whether independent study remains appropriate
- Consider modifications to the learning plan or transition to in-person instruction

3.2 Reconsideration of Independent Study Placement

The team may:

- Revise the written agreement
- Increase synchronous instruction
- Add academic or behavioral supports
- Transition the pupil back to in-person instruction

4. Instructional Requirements by Grade Span

4.1 Transitional Kindergarten – Grade 3

The school provides:

- **Daily synchronous instruction** for all pupils throughout the school year
- Opportunities for live interaction to support early literacy, numeracy, and social-emotional development

4.2 Grades 4 – 8

The school provides:

- **Daily live interaction** (e.g., check-ins, advisory, small groups)
- **At least weekly synchronous instruction**

- Additional synchronous opportunities for pupils needing intervention or support

5. Transition Back to In-Person Instruction

For families requesting a return to in-person learning:

- The school transitions the pupil **as quickly as possible**, and **no later than 5 instructional days** from the date of the request.
- Staff coordinate class placement, transportation (if applicable), and materials transfer.

6. Written Independent Study Agreement Requirements

- A **current written agreement** is maintained on file for **every** independent study pupil.
- Agreements include:
  - Learning objectives and assignments
  - Methods of evaluation
  - Synchronous/live interaction schedules
  - Responsibilities of pupil, parent/guardian, and teacher
  - Duration of the agreement
  - Statement of academic progress expectations
- Agreements are signed before the pupil begins independent study.

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Listing of Substantive Changes Reflected in Renewal Petition

Dual Language Immersion North County (DLINC) – 2027–2034 Charter Renewal Petition

Prepared for the San Diego County Office of Education. Compares the current charter (approved October 9, 2020; term July 1, 2021 – June 30, 2026) to the petition submitted for the July 1, 2027 – June 30, 2034 renewal term.

Petition Element	Topic	Petition Page(s)	Nature of the Change
Element One (Educational Model)	Renewal performance tier & term	pp. 21–25	Reclassified from Middle Performing under the current charter (5-year term granted) to High Performing under Criterion 2 (pp. 21–24). Petition requests a seven-year term, July 1, 2027 to June 30, 2034 (p. 25), supported by Dashboard gains (ELA DFS +17.4 to +50.1; Math DFS -17.9 to +7.8, 2022-2025, pp. 14–16).
Element One	"Significant Developments" narrative	pp. 7–11	New section with no 2020 counterpart, describing: separation from CMO National University Academy in July 2020 (p. 7); Board evolution (pp. 7–8); formalization of Transitional Kindergarten (p. 8); transition to an in-house Special Education program in Fall 2022 (p. 8); addition of a full-time school counselor (pp. 8–9); a new Expanded Learning Opportunities Program (p. 9); implementation of Universal Free Meals (p. 9); instructional improvement initiatives (pp. 9–10); and a formalized credential-monitoring system (pp. 10–11).
Element One	Enrollment capacity	p. 26	Explicit 325-student enrollment cap tied to facility capacity, with an annual grade-level rotation plan to remain within the cap. The 2020 charter does not state a fixed enrollment cap.
Element One	Mission, Vision, "Educated Person" framework	pp. 28–29	Vision, Mission, and "Educated Person" statements rewritten. The 2020 charter's separate "Core Values" section (Opportunity, Achievement, Collaboration, Flexibility) is not carried forward.
Element One	Independent Study	pp. 30, 32; Appendix H (p. 144)	New instructional offering and policy appendix. The 2020 charter contains no Independent Study program.

Petition Element	Topic	Petition Page(s)	Nature of the Change
Element One	Special education: LEA status	p. 51	States DLINC "is its own LEA" and a member of the El Dorado SELPA. The 2020 charter describes special education as provided "as a Public School of the County" under Education Code Section 47641(b), without independent LEA status. A new SELPA Consultation Letter is included as Appendix E.
Element One	Health & safety compliance topics	pp. 85–94	Reorganized and expanded to address topics not named in the 2020 charter's Element 6, including menstrual products, all-gender restrooms, a SAFETY Act notice, homicide threats, a gun safety notice, an extreme-weather policy, and dedicated support for LGBTQ students.
Element Four (Governance)	Charter management organization	p. 70	States the Charter School "is not managed by a charter management organization." The 2020 charter identified CSMC as a contracted back-office/CMO provider.
Element Four	Administrative structure	pp. 69–70	Three-tier Executive Director / Principal / School Business Manager structure formalized, each with defined responsibilities. The 2020 charter's organizational chart reflected only an Executive Director. Current organizational chart included as Appendix B.
Element Four	Board composition	p. 71	Open-qualification governing board of 5–7 members; current roster, terms, and qualifications disclosed. The 2020 charter designated specific seats: a Parent Representative, up to six Community Representatives, and an Educator Representative, none of which are carried forward.
Element Four	Educational-partner engagement bodies	pp. 73–74	A Parent Advisory Committee (meeting at least 3x/year) and an English Learner Parent Advisory Committee (formed once EL enrollment exceeds 15%) replace the 2020 charter's 10-member School Site Council and its ELAC, which was triggered once EL enrollment exceeded 21 students. DLINC's current EL enrollment is approximately 14.9% (p. 14).
Element Five (Employee Qualifications)	Staff qualifications & credentialing	pp. 76–84	Substantially expanded and reorganized into role-by-role qualifications for each position, including roles created by the developments described in Element One (School Counselor, Education Specialist, Nutrition Services Lead). The 2020 charter's staff performance-evaluation rubric and Enrollment Counselor/Registrar job descriptions are not carried forward.

Petition Element	Topic	Petition Page(s)	Nature of the Change
Element Eight (Admissions)	Lottery preference order	p. 101	Reordered to: (1) siblings, (2) children of employees (capped at 10% of enrollment), (3) students in the Hannalei Elementary attendance area, (4) VUSD residents. The 2020 charter placed VUSD residency as the first preference and included an uncapped "children of employees or Board Members" preference.
Element Nine (Suspension/Expulsion)	Expulsion appeal procedure	p. 119	New internal appeal layer: a student/parent may appeal a Hearing Officer or Panel expulsion decision to the Board within 5 calendar days, on a limited procedural/abuse-of-discretion standard (not a new hearing on the facts); the Board issues a final written appeal decision within 5 school days. The 2020 charter had the Board make the expulsion determination directly on the Panel's recommendation, with no separate appellate step or standard of review described.
Element Thirteen (Dispute Resolution)	Dispute-resolution timelines	pp. 131–133	Retains the 2020 charter's four-step structure (written notice, meet and confer, mediation, legal remedies/internal complaints) with revised deadlines, and adds a stated right to appeal internal-complaint decisions to the California Department of Education (p. 133).
Additional Provisions	Financial audits	pp. 139–140	Independent-audit reporting requirement folded into a consolidated "Additional Provisions" section rather than standing as its own element. The 2020 charter's standalone Element 9 named a specific incumbent auditor; the petition does not name a specific firm.
Additional Provisions	Facilities, insurance, civil liability, impact statement	pp. 138–143	New consolidated section; the 2020 charter addressed facilities and civil liability within individual elements rather than as a combined section. The Impact Statement (p. 142) references an existing DLINC/SDCOE Memorandum of Understanding governing oversight.
Appendices	Structure	p. 144	Restructured into eight lettered exhibits: (A) LCAP, (B) Organizational Chart, (C) Articles of Incorporation/Bylaws/Conflict of Interest Code, (D) Related Parties or Entities Statement, (E) SELPA Consultation Letter, (F) Lease Agreement Cover Page, (G) Fiscal Policies and Procedures, and (H) Independent Study Policy. The 2020 charter did not include a lettered appendix structure.