



OPTIONS FOR YOUTH-SAN GABRIEL, INC.
A California Nonprofit Public Benefit Corporation

**BOARD OF DIRECTORS
REGULAR MEETING**

AGENDA

**January 26, 2026
12:30 P.M. (PT)**

Zoom Meeting Dial-In: 1-669-900-6833
Zoom Meeting ID: 881 2387 6526

Meeting Location: 215 S. Mission Drive, San Gabriel, CA 91776

Teleconference Location: 16807 Falda Avenue, Torrance, CA 90504
27056 Cherry Willow Drive, Santa Clarita, CA 91387

Board Members: Ms. Barbara Gondo, President and Board Member
Ms. Jane Gothold, Chairperson and Board Member
Ms. Lilit Varuzhanyan, Secretary, Treasurer, and Board Member

OPEN SESSION

1. Call to Order
2. Welcome and Roll Call
3. Public Comment

Members of the public may address the Board at regular meetings on agenda or non-agenda items that are within the subject matter jurisdiction of the Board, and at special meetings on agenda items only, by using the call-in information set forth above. Speakers may be called in the order that requests are received, or grouped by subject area. We ask that comments are limited to two (2) minutes with no more than 15 minutes per single topic so that as many people as possible may be heard. The total time for public comment may be limited at the discretion of the Board's presiding officer. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to School staff or calendar the issue for future discussion.

4. Items for Information and/or Action

A. Consent Agenda

All items listed under Consent Agenda are considered by the Board to be routine and consistent with approved policies and practices of the Charter School. The Board will be asked to approve all of the Consent Agenda items by a single vote unless requested by a Board member to be discussed and considered for action separately.

A.1 Minutes of November 20, 2025

A.2 OFY-SG Consent Log Including Superintendent’s Time Off Requests, Credit Card Consent Log, and Additional Duties Timecards

A.3 OFY-SG Comprehensive School Safety Plan (“CSSP”) for Fiscal Year 2026-2027

A.4 OFY-SG Health Insurance for Fiscal Year 2026-2027

B. Information Item(s)

B.1 OFY-SG Charter Update

The Board will receive the OFY-SG Charter Update.

B.2 OFY-SG Mid-Year Local Control and Accountability Plan (“LCAP”) Update for Fiscal Year 2025-2026

The Board will receive the OFY-SG Mid-Year Local Control and Accountability Plan (“LCAP”) Update for Fiscal Year 2025-2026.

B.3 OFY-SG Report of Executive Compensation

The Board will receive the OFY-SG Report of Executive Compensation.

B.4 OFY-SG Financial Update

The Board will review the OFY-SG Financial Update.

C. Action Item(s)

C.1 OFY-SG First Interim Report

The Board will review and consider approval of the OFY-SG First Interim Report.

C.2 OFY-SG Audited Financials for Fiscal Year 2024-2025

The Board will review and consider approval of the OFY-SG Audited Financials for Fiscal Year 2024-2025.

C.3 OFY-SG School Accountability Report Card (“SARC”) Report for Fiscal Year 2024-2025

The Board will review and consider approval of the OFY-SG School Accountability Report Card (“SARC”) Report for Fiscal Year 2024-2025.

5. Announcement for Reason for Closed Session

CLOSED SESSION

6. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION (Gov. Code Section 54956.9(d)(2).): (1)

OPEN SESSION

7. Public Report on Action Taken in Closed Session, if any

8. Adjournment

A request for disability-related modifications or accommodations in order to participate in the public meeting, including auxiliary aids or services, may be made to Susan Fischer, Corporate Compliance Specialist at (626) 214-8051 or susanfischer@hello9dot.com at least twenty-four (24) hours before the meeting.

A. Consent Agenda

A.1 Minutes of November 20, 2025

A.2 OFY-SG Consent Log Superintendent's Time Off Requests, Credit Card Consent Log, and Additional Duties Timecards

A.3 OFY-SG Comprehensive School Safety Plan ("CSSP") for Fiscal Year 2026-2027

A.4 OFY-SG Health Insurance for Fiscal Year 2026-2027

A.1 Minutes of November 20, 2025

MINUTES

OPTIONS FOR YOUTH-SAN GABRIEL, INC. *A California Nonprofit Public Benefit Corporation*

BOARD OF DIRECTORS REGULAR MEETING

November 20, 2025

Zoom Dial-In Number: 1 669 900 6833

Zoom Meeting ID: 882 7240 4954

Meeting Location: 215 S. Mission Drive, San Gabriel, CA 91776

Teleconference Location: 16807 Falda Avenue, Torrance, CA 90504
10121 Pounds Avenue, Whittier, CA 90603
27056 Cherry Willow Drive, Santa Clarita, CA 91387

A regular meeting of the Board of Directors (“Board”) of Options For Youth-San Gabriel, Inc., a California nonprofit public benefit corporation (“OFY-SG” or the “School”), was held on November 20, 2025 at the meeting location and by teleconference according to the Agenda posted in accordance with the Ralph M. Brown Act and distributed to the Directors in compliance with the corporation’s Bylaws. Members of the public were provided the opportunity to observe the meeting and offer public comment using the dial-in information provided in the Agenda.

OPEN SESSION

1. Call to Order

The meeting was called to order at 10:30 A.M. (PT) by Ms. Barbara Gondo, President of OFY-SG.

2. Welcome and Roll Call

The following Directors, constituting a quorum of the Board, were present at this meeting:

Ms. Barbara Gondo, President and Board Member
Ms. Jane Gothold, Chairperson and Board Member
Ms. Lilit Varuzhanyan, Secretary, Treasurer, and Board Member

The following individuals identified themselves as being present:

Ileana Kiriakos, Superintendent, OFY-SG
Maricela Frymark, Senior Director of School Policy and Compliance, OFY-SG
Jodi Moreno, Assistant Director of Leadership & Learning, OFY-SG
Richard Moreno, Director of Schools, OFY-SG
Megan Betry, Principal, OFY-SG
Jeff Moreno, Assistant Principal of Instructional Operations, OFY-SG
Jessica Cordova, Assistant Principal, OFY-SG
Alex Salazar, Divisional Controller, 9 Dot Education Solutions, LLC (“9 Dot”)

Susan Nguyen, HR Operations Supervisor, 9 Dot
Melissa Bauer, Senior Manager of Corporate Compliance, 9 Dot
Nalani Santos, Corporate Compliance Coordinator, 9 Dot
Greg Bordo, Legal Counsel for OFY-SG, Blank Rome LLP
Merrick Wadsworth, Legal Counsel for OFY-SG, Procopio, Cory, Hargreaves & Savitch LLP

3. Public Comment

Ms. Gondo stated members of the public may address the Board at regular meetings on agenda or non-agenda items that are within the subject matter jurisdiction of the Board, and at special meetings on agenda items only, by using the call-in information set forth above. Speakers may be called in the order that requests are received, or grouped by subject area. Ms. Gondo asked that comments are limited to two (2) minutes with no more than fifteen (15) minutes per single topic so that as many people as possible may be heard. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to School staff or calendar the issue for future discussion.

There were no comments made by members of the public.

4. Items for Information and/or Action

A. Consent Agenda

All items listed under Consent Agenda are considered by the Board to be routine and consistent with approved policies and practices of OFY-SG. The Board will be asked to approve all of the Consent Agenda items by a single vote unless requested by a Board member to be discussed and considered for action separately.

A.1 Minutes of September 18, 2025

The Board was provided in their meeting materials with the minutes of the September 18, 2025 Board meeting for the Board's review and approval.

A.2 OFY-SG Consent Log Including Superintendent's Time Off Requests, Credit Card Consent Log, and Additional Duties Timecards

The Board was provided in their meeting materials with the OFY-SG Consent Log Including Superintendent's Time Off Requests, Credit Card Consent Log, and Additional Duties Timecards for the Board's review and consideration of approval and/or ratification.

A.3 OFY-SG Local Control and Accountability Plan ("LCAP")/School Plan for Student Achievement ("SPSA")/Comprehensive Support and Improvement ("CSI") Progress Update

The Board was provided in their meeting materials with the OFY-SG Local Control and Accountability Plan ("LCAP")/School Plan for Student Achievement ("SPSA")/Comprehensive Support and Improvement ("CSI") Progress Update. Goal 1 was Academic achievement, Progress toward Post-secondary goals for Unduplicated students, and English Proficiency for EL and LTEL students; financial data related to spending allocations was not available yet. For Goal 2, College and Career Readiness and Graduation Rate, the School was on pace to meet goals for the one-year graduation rate. The data was not available to measure progress for CSI or the four-to-five year graduation rate. The California Assessment of Student Performance and Progress ("CAASPP") Math scores for Met or Exceeded levels went from 8.1% in fiscal year 2023-2024 to 17.1% in fiscal year 2024-2025. The financial data related to spending allocations for Increased

Math Proficiency was not yet available. For Goal 3, Chronic Absenteeism, School Climate and Student Well-being, middle school chronic absenteeism was 17.4%, dropout rates were 0% for middle school and high school targets, and it was too early to measure progress on school climate.

A.4 OFY-SG List of Vendors for Fiscal Year 2024-2025

The Board was provided in their meeting materials with the OFY-SG List of Vendors for Fiscal Year 2024-2025. Within the School's Fiscal Policies and Procedures is the Procurement Policy, which includes subsections such as Objectives, Background, Definitions, Procedures, Recordkeeping, and Reporting. As part of the Recordkeeping and Recording requirements, for each fiscal year, 9 Dot shall maintain and regularly update a list of all vendors paid by the School, and shall provide such list to the President, at least annually. The OFY-SG List of Vendors for Fiscal Year 2024-2025 was the required reporting noted above. Additionally, at the end of each fiscal year, the School shall evaluate each vendor to whom the School paid more than \$500,000.00 in such fiscal year, and shall provide a copy of such vendor evaluations to the President. All vendor evaluations should include information as to whether or not: i) the deliverables are consistently on time and in good condition; ii) the quality of services or products are consistently high and meets the School's needs; and iii) the vendor is professional and knowledgeable. The evaluations of vendors to whom the School paid more than \$500,000.00 in such fiscal year shall be provided to the President by the School leadership.

A.5 OFY-SG General Liability Insurance Renewal

The Board was provided in their meeting materials with the OFY-SG General Liability Insurance Renewal. The Board was asked to review and consider the approval and/or ratification of the OFY-SG General Liability Insurance Renewal, including Property, General Liability, Educators Legal Liability, Crime, Cyber, Student Accident, Umbrella, and Worker's Compensation Insurance policies and quotes, as approved by the President. The Package Policy included General Liability, which protects the corporations if it causes injury to others or damage to others' property. It also included Property insurance to protect against most risks to property such as fire and some weather damage. The Educators Legal Liability protects the educational institution against the damages that they could incur as a result of real or alleged wrongful acts. This policy also protects the Board members as directors of the educational institution. Crime insurance provides protection for loss of money, securities, and other assets resulting from dishonesty, theft, or fraud. Cyber liability insurance can cover the costs associated with data breaches, including breaches of sensitive customer/student employee information, and cyber-attacks on the business. Those costs can include such things as lost income due to a cyber event, costs associated with notifying customers affected by a breach, costs for recovering compromised data, costs for repairing damaged computer systems and more. Student Accident (base and catastrophe) covers students and their parents/guardians from costs associated with becoming injured at school events. Worker's Compensation provides medical expenses, lost wages, and rehabilitation costs to employees who are injured or become ill in the course or scope of their job. Umbrella insurance acts as excess coverage, and is mostly the primary insurance for losses not covered by other policies. The expiring General Liability Insurance premium from October 1, 2024 to October 1, 2025 was \$67,479. The proposed General Liability Insurance premium from October 1, 2025 to October 1, 2026 was \$77,622, which was an increase of 15%. Please note that the premium noted can be variable throughout the policy period and does not include any significant changes to staffing or payroll, center location changes, center moves, center updates/renovations, or anything else that is required according to the needs of the business. This always varies year to year depending on operational needs. According to OFY-SG's Fiscal Policies and Procedures, the annual renewal of Property and Casualty Insurance, General Liability Insurance, and Health Insurance may be approved by an Officer of the School, provided that such renewal does not exceed an annual increase of 25% and subject to ratification by the Board. Any changes to the scope of insurance coverage or the amount of liability limits shall require prior approval by the Board. The fiscal impact was \$77,622. The Superintendent recommended the approval of

this item. The proposed motion was to ratify the OFY-SG General Liability Insurance Renewal, including General Liability and Property Package, Educators Legal Liability, Crime, Cyber, Student Accident, Umbrella, and Worker's Compensation Insurance policies and quotes, as approved by the President.

Ms. Gothold moved to approve the Consent Agenda. Ms. Varuzhanyan seconded. There was no further discussion from the Board. The motion passed unanimously by roll call vote.

B. Information Item(s)

B.1 OFY-SG Charter Update

Ms. Betry presented the OFY-SG Charter Update. The total enrollment over the first three (3) months was one hundred three (103) students in Month 1, and one hundred one (101) students in both Month 2 and Month 3. Special Education enrollment ranged from twenty (20) students to twenty-four (24) students, English Learner ("EL") enrollment ranged from ten (10) students to eleven (11) students, and Foster and Homeless Youth enrollment ranged from three (3) students to four (4) students. The monthly student progression rate was 94.13% and the credit attainment rate, which tracks the number of students completing five (5) or more credits per month, was 63.9%. For Academics, Small Group Instruction ("SGI") classes completed the first trimester, and the second trimester began featuring English Language Arts ("ELA"), Math, Science, Spanish, and Career and Technical Education ("CTE") courses in Nursing and Cosmetology. OFY-SG hosted the Engineering and Design Challenge elimination round in October. This challenge allowed students to showcase creativity and problem-solving skills. The School sent two (2) teams with a total of eight (8) students to the Engineering and Design Challenge finals. OFY-SG's results on the CAASPP increased in ELA by 16.7 points and Math by 34.1 points. Graduation rates for students increased 16.6% and chronic absenteeism decreased 7.9%. Due to that growth, the School was eligible for general assistance instead of differentiated assistance. For Student Engagement, the School offered student group opportunities such as College Readiness Experience the World ("CREW"), Associated Student Body ("ASB"), Art Wellness, Field Sports, and E-Sports. The School completed its seasons in volleyball and basketball. The San Gabriel center hosted a Back-to-School night and had one hundred thirty-four (134) students and family members in attendance. The first Parent Advisory Committee meeting was conducted in October, with the next meeting planned for December. OFY-SG completed field trips to the California State University ("CSU") Channel Islands Campus, Aquarium of the Pacific, SpaceX, Museum of Tolerance, University of Southern California Campus, and Washington, D.C. Other events that the School held included the Fall Harvest Candyland Dance, the Engineering and Design Challenge, and senior interviews. The School planned for a University of California Riverside Campus Tour, SOFI Stadium Tour, and Picture Day. Ms. Betry asked the Board if there were any questions, to which there were none.

B.2 OFY-SG School Wellness Policy Progress to Goals Update

Mr. Jeff Moreno presented on the OFY-SG School Wellness Policy Progress to Goals Update. The School has adopted a Wellness Policy which contains annual goals in various wellness related categories such as Nutrition Education, Nutrition Promotion, Physical Activity and Education, and other School-Based Activities. The School shall provide no less than one (1) update per semester to the Board on progress made towards goal achievement. For goal one (1) of Nutrition Education, OFY-SG's Wellness coordinator, School Psychologist, and School Counselor led the Artful Wellness group in Mental Wellness Art Activities two (2) to three (3) times a month. Artful Wellness focuses on Mental Wellness Art Activities that give students a chance to express their emotions, build self-awareness, and learn healthy coping skills through creativity. One activity held was "Hope Rocks" where students were given a stone on which they painted a word of affirmation. For goal two (2) of Nutrition Education, students participated on a field trip to the Farm at the Fairplex. Students were given the opportunity for hands-on exploration of local agriculture that promotes wellness and healthy eating and engaged in an immersive farm experience. For goal one (1) of

Physical Activity and Education, the School offered sports opportunities such as Boys' Basketball, Girls' Volleyball, and Cheerleading. For goal two (2) of Physical Activity, the School offered physical education courses to all students, one of which included a yoga course. For Nutrition Promotion, the Breakfast and Lunch Meal Program was highlighted to all students and parents at Back-to-School Night, through the monthly newsletter, and daily announcements. Meals were fully accessible to students at the entrance of the School. For School Based Activities, students participated in a field trip to tour the SOFI Stadium. After the tour, students had the opportunity to see team locker rooms and participate in field activities. Among those activities, students were able to engage socially by playing catch with a football or participating in the football kicking activity. Mr. Moreno asked the Board if there were any questions, to which there were none.

B.3 OFY-SG Priority 1 Local Indicator Update: 2023-2024 Teaching Assignment Monitoring Outcomes by Full-Time Equivalency

Mr. Jeff Moreno presented on the OFY-SG Priority 1 Local Indicator Update: 2023-2024 Teaching Assignment Monitoring Outcomes by Full-Time Equivalency. The California Department of Education ("CDE") released the 2023-2024 Teaching Assignment Monitoring Outcomes ("TAMO") by Full-Time Equivalency ("FTE") data report on *DataQuest* in September 2025. The CDE shall report 2023-2024 TAMO data for each Local Educational Agency ("LEA") on the 2025 California School Dashboard as part of the Priority 1 Local Indicator. Since this information was unavailable at the June Board meeting when the local indicators were reviewed, LEAs must report the 2023-2024 TAMO data at the next available meeting of the Board. The report provided FTE data for classroom-based teaching assignments reported by LEAs to the CDE through the California Longitudinal Pupil Achievement Data System ("CALPADS"). The CDE shares this data with the California Commission on Teacher Credentialing ("CTC") for comparison against credential authorization data, as part of the annual assignment monitoring process through the California Statewide Assignment Accountability System ("CalSAAS"). This process evaluates whether teachers are authorized to teach their assigned courses based on their Statewide Educator Identification ("SEID"). The data that was reported publicly on the Fall 2025 California Dashboard included the total number of staff members teaching at FTE, the percentage rate of staff teaching at FTE, and comparison rating to the statewide average. OFY-SG had 8.9 staff members teaching at FTE, 30.3% of staff teaching at FTE, and rated below the statewide average. Mr. Moreno shared that OFY-SG utilizes the Local Assignment Option for Alternative Settings, which was outlined in the state's Education Code. This option allows instructors to hold preliminary or clear teaching credentials without the need for subject matter specific credentials due to the alternative setting. Mr. Moreno asked the Board if there were any questions, to which there were none.

B.4 OFY-SG Educator Effectiveness Funds ("EEF") Expenditure Report Update

Mr. Jeff Moreno presented on the OFY-SG Educator Effectiveness Funds ("EEF") Expenditure Report Update. OFY-SG received one-time Educator Effectiveness Funds in the amount of \$162,438 which must be spent by June 30, 2026. The purpose of these funds was to provide professional learning for teachers, administrators, and staff in order to promote educator equity, quality, and effectiveness. The Board approved the EEF expenditure plan in March 2023. The EEF expenditures were as follows: \$12,496.49 used in the 2023-2024 fiscal year, and \$12,757.78 used in the 2024-2025 fiscal year. The overall total reported funds were \$25,254.27, with \$149,941.51 in remaining funds. This report was submitted to the CDE on September 3, 2025. The fiscal impact was \$162,438.00. Mr. Moreno asked the Board if there were any questions.

Ms. Gondo asked whether the School would be able to spend all of the remaining funds. Mr. Moreno indicated that the School would not be able to spend all of the remaining funds before June 30, 2026 and that what remained by the deadline would be returned to the state.

B.5 OFY-SG Financial Update

Mr. Salazar presented on the OFY-SG Financial Update. The OFY-SG Financial Update was based on the August 2025 close and includes the Senate Bill 740 (“SB740”) report, the Detailed Income Statement, the Variance Analysis, the Balance Sheet, and the Cash Flow Forecast. On the SB740 report, the projected Second Principal Apportionment (“P2”) Average Daily Attendance (“ADA”) rate was 465.34. Based upon that ADA projection, the total forecasted revenue was \$7,975,790. Certificated Salaries and Benefits were \$3,671,799, or 46.04% of revenue. Instruction and Related Services, including Certificated Salaries and Benefits were \$6,550,007, or 82.12% of revenue. For the non-instructional expenses, Operations and Facilities was \$389,058, and Administration and Other Activities was \$542,291. The projected excess revenue, before the spending benchmarks were considered, was \$494,435, or 6.20% excess revenue percentage on the year. The School exceeded its Certificated Salaries and Benefits spending benchmark by \$461,544. The School exceeded its total Instructional Related Services spending benchmark by \$200,902. The excess revenue with the spending benchmarks considered remained at \$494,435, or 6.20% excess revenue percentage for the year. Mr. Salazar asked the Board if there were any questions, to which there were none.

Mr. Salazar reviewed the income statement, which is a line-by-line, month-by-month report of details which included the School’s actuals from July through August 2025 and the budget for September 2025 through June 2026, rolled up into the SB740 report. Mr. Salazar shared that the 9 Dot Accounting Department worked closely with Assistant Superintendent, Mr. Andy Tsai, and School leadership to develop a new format for the income statement. The income statement was broken down into different groupings for more detail and better focus. Mr. Salazar reviewed the Variance Analysis report and indicated that the threshold of 1% of Year-to-Date expenses was \$15,982. He explained that 1% will be taken out of the year-to-date expenses as a threshold, and any variance that is favorable or unfavorable will be highlighted and explained. There were no variances that needed to be explained as all expenses were within the 1% threshold. Mr. Salazar also reviewed the balance sheet. As of August 31, 2025, total assets were \$9,556,011; total liabilities were \$4,609,305; and total net assets were \$4,946,706. Mr. Salazar proceeded to review the cash forecast. As of August 31, 2025, OFY-SG had \$2,700,153 cash in bank. Based on current projections, the School was projected to have \$549,954 cash in bank as of June 30, 2026. Mr. Salazar noted that the reason for the decrease for June 2026 was due to the School being conservative with its P2 apportionments, which will be adjusted after P1 certification. Mr. Salazar asked the Board if there were any questions, to which there were none.

B.6 OFY-SG Public Hearing on the OFY-SG College and Career Access Pathways (“CCAP”) Partnership Agreement between Pasadena Area Community College District and Options For Youth-San Gabriel, Inc.

Ms. Gondo opened the OFY-SG Public Hearing on the OFY-SG College and Career Access Pathways (“CCAP”) Partnership Agreement between Pasadena Area Community College District and Options For Youth-San Gabriel, Inc. Mr. Richard Moreno presented the OFY-SG Public Hearing on the OFY-SG College and Career Access Pathways (“CCAP”) Partnership Agreement between Pasadena Area Community College District and Options For Youth-San Gabriel, Inc. The Board was asked to review and hold a public hearing to solicit the recommendations and comments of members of the public regarding the specific goals, actions, and expenditures proposed to be included in the OFY-SG CCAP Partnership Agreement between Pasadena Area Community College District and OFY-SG. OFY-SG recognizes the importance of supporting students who wish to advance in their studies and get an early start on their post-secondary education. In doing so, OFY-SG desires to enter into a Dual Enrollment CCAP Partnership Agreement with Pasadena Area Community College District for purposes of offering or expanding dual enrollment opportunities for students. This agreement is in alignment with Senate Bill 1244 which

encourages high schools and community colleges to develop pathways for students from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness. The School Leadership team worked with Pasadena Community College to develop a comprehensive course offering list. School administrators decided which classes to offer in each semester depending on the needs of the students. Courses will be offered in-person at the center or online. For Fiscal Impact, the costs associated with this agreement were covered under the current budget. No additional financial impact was expected. The Superintendent recommended the approval of this item. Mr. Moreno asked the Board if there were any questions.

Ms. Gondo asked if it was the first time that the School had made this agreement. Mr. Moreno confirmed that this was the first agreement of this nature that the School has made with Pasadena Community College.

Ms. Gondo asked if there were any members from the public who would like to provide a comment, to which there were none. Ms. Gondo asked if the Principals had received any public comments through other communication, to which there were none. Ms. Gondo closed the OFY-SG Public Hearing on the OFY-SG College and Career Access Pathways (“CCAP”) Partnership Agreement between Pasadena Area Community College District and Options For Youth-San Gabriel, Inc.

C. Action Item(s)

C.1 OFY-SG College and Career Access Pathways (“CCAP”) Partnership Agreement between Pasadena Area Community College District and Options For Youth-San Gabriel, Inc.

Ms. Richard Moreno presented the OFY-SG College and Career Access Pathways (“CCAP”) Partnership Agreement between Pasadena Area Community College District and Options For Youth-San Gabriel, Inc. The Board was asked to review and consider the approval of the OFY-SG College and Career Access Pathways (“CCAP”) Partnership Agreement between Pasadena Area Community College District and Options For Youth-San Gabriel, Inc. OFY-SG recognizes the importance of supporting students who wish to advance in their studies and get an early start on their post-secondary education. In doing so, OFY-SG desires to enter into a CCAP Partnership Agreement with Pasadena Area Community College District for purposes of offering or expanding dual enrollment opportunities for students. This agreement is in alignment with Senate Bill 1244 which encourages high schools and community colleges to develop pathways for students from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness. The school leadership team worked with representatives from Pasadena Community College to develop a comprehensive course offering list. School administrators decided which classes to offer in each semester depending on the needs of the students. Courses will be offered in person at the center or online. The costs associated with this agreement were covered under the budget. No additional financial impact was expected. The Superintendent recommended the approval of this item. Mr. Moreno asked the Board if there were any questions, to which there were none.

Ms. Varuzhanyan moved to approve the OFY-SG College and Career Access Pathways (“CCAP”) Partnership Agreement between Pasadena Area Community College District and Options For Youth-San Gabriel, Inc., as presented. Ms. Gothold seconded. There was no further discussion from the Board. Motion passed unanimously by roll call vote.

C.2 OFY-SG Unaudited Actuals Financial Report for Fiscal Year 2024-2025

Mr. Salazar presented on the OFY-SG Unaudited Actuals Financial Report for Fiscal Year 2024-2025. The Board was asked to review and consider the approval of the OFY-SG Unaudited Actuals Financial Report

for Fiscal Year 2024-2025. Each year, California's Transitional Kindergarten through Grade Twelve ("TK/K-12") school districts, County Offices of Education ("COEs"), charter schools, and joint powers agencies, all commonly known as LEAs, submit annual financial reports to the CDE. The Financial Accountability and Information Services ("FAIS") Office, within the CDE, is responsible for annually collecting, reviewing, and preparing the financial data for dissemination. Pursuant to Education Code Sections 1628 and 42100, unaudited actual data for COEs, school districts, joint powers agencies, and charter schools were due to the CDE by October 15, 2025. School district and joint powers agencies data must be submitted via the COE; charter school data must be submitted via the charter authorizing agency and the COE. The financial data was due to COEs and authorizing agencies (for charter schools) by December 15, 2025. The report included the certification page, which was certified by Principal Megan Betry, and shall be passed onto the San Gabriel Unified School District and the Los Angeles COE. In this report, the revenue was \$8,137,371.00. Additionally, the report included a summary of restricted and unrestricted revenues for the School, as well as the breakdown by object code for certificated salaries, noncertificated salaries, employee benefits, and books and supplies. The total expenditures for the School were \$7,673,964.00. The School had an excess revenue of \$463,407. The projected fund balance was \$2,882,315. Mr. Salazar noted that the School ended in a very good position for the year. There was no fiscal impact. The Superintendent recommended the approval of this item. Mr. Salazar asked the Board if there were any questions, to which there were none.

Ms. Varuzhanyan moved to approve the OFY-SG Unaudited Actuals Financial Report for Fiscal Year 2024-2025. Ms. Gothold seconded. There was no further discussion from the Board. Motion passed unanimously by roll call vote.

C.3 OFY-SG Memorandum of Understanding ("MOU") between Los Angeles County Department of Family Services and Options For Youth-San Gabriel, Inc.

Ms. Betry presented on the OFY-SG Memorandum of Understanding ("MOU") between Los Angeles County Department of Family Services and Options For Youth-San Gabriel, Inc. The Board was asked to review and consider the approval of the OFY-SG Memorandum of Understanding ("MOU") between the Los Angeles County Department of Family Services ("DCFS") and Options For Youth-San Gabriel, Inc. The purpose of the MOU is to allow OFY-SG and the DCFS to share the costs of HopSkipDrive rides, a ride share vendor, for the transportation of youth to remain in their school of origin as required by the Every Student Succeeds Act. When a student of the School is also a DCFS client, both entities would share the cost of transportation to and from school. The terms of the MOU include that DCFS would determine ride eligibility from its client list, and \$3,000 from the School would be deposited in a trust fund to pay the School's portion of the rides. The fiscal impact would be the \$3,000 deposit into the trust fund initially and an annual deposit thereafter of an amount to true up to \$3,000. The Superintendent recommended the approval of this item. Ms. Betry asked the Board if there were any questions, to which there were none.

Ms. Varuzhanyan moved to approve the OFY-SG Memorandum of Understanding ("MOU") between Los Angeles County Department of Family Services and Options For Youth-San Gabriel, Inc. Ms. Gothold seconded. There was no further discussion from the Board. Motion passed unanimously by roll call vote.

C.4 OFY-SG Master Contract for Nonpublic, Nonsectarian Agency Services between Partners in Special Education, Inc. and Options For Youth-San Gabriel, Inc.

Ms. Betry presented on the OFY-SG Master Contract for Nonpublic, Nonsectarian Agency Services between Partners in Special Education, Inc. and Options For Youth-San Gabriel, Inc. The Board was asked to review and consider approval and/or ratification of the OFY-SG Master Contract for Nonpublic, Nonsectarian Agency Services between Partners in Special Education, Inc. and Options For Youth-San Gabriel, Inc. The School's prior Nonpublic Agency ("NPA") contract with Prep for Success ran through

June 30, 2025, with renewal options. Prep for Success merged with Partners in Special Education, Inc. (“PSE”), and a new contract was drafted, vetted, and approved for June submission, but was not placed on the Board agenda due to an oversight. The Board was asked to approve the PSE Master Contract, effective retroactively as of July 1, 2025, to ensure continuity of services. The contract terms would be valid from July 1, 2025, to June 30, 2026. The agreement can be renewed for an additional term through June 30, 2027. In the 2024-2025 fiscal year, the School spent close to \$300,000 with PSE which was split between this Master Contract and the Support Services Agreement. Other fiscal impact was based upon the need for compliance support services, special student group programs, and professional development, as requested by the School. The Superintendent recommended the approval of this item. Ms. Betry asked the Board if there were any questions.

Ms. Gondo asked about the state of the merger between the two entities. Ms. Betry reported that the merger resulted in a continuity of services and that there were no significant changes.

Ms. Varuzhanyan moved to approve and ratify the OFY-SG Master Contract for Nonpublic, Nonsectarian Agency Services between Partners in Special Education, Inc. and Options For Youth-San Gabriel, Inc. Ms. Gothold seconded. There was no further discussion from the Board. Motion passed unanimously by roll call vote.

C.5 OFY-SG Special Education Support Services Agreement between Partners in Special Education, Inc. and Options For Youth-San Gabriel, Inc.

Ms. Betry presented on the OFY-SG Special Education Support Services Agreement between Partners in Special Education, Inc. and Options For Youth-San Gabriel, Inc. The Board was asked to review and consider approval and/or ratification of the OFY-SG Special Education Support Services Agreement between Partners in Special Education, Inc. and Options For Youth-San Gabriel, Inc. The School’s prior Special Education Support Services Agreement with Prep for Success ran through June 30, 2025, with renewal options. Prep for Success merged with PSE, and a new contract was drafted, vetted, and approved for June submission, but was not placed on the Board agenda due to an oversight. The Board was asked for approval of the Support Services Agreement with PSE effective retroactively as of July 1, 2025, to ensure continuity of services. The contract terms would be valid from July 1, 2025, to June 30, 2026. The agreement could be renewed for two (2) consecutive one-year renewal terms. In the 2024-2025 fiscal year, the School spent close to \$300,000 with PSE which was split between the Master Contract and this Support Services Agreement. Other fiscal impact was based upon the need for compliance support services, special student group programs, and professional development, as requested by the School. The Superintendent recommended the approval of this item. Ms. Betry asked the Board if there were any questions, to which there were none.

Ms. Varuzhanyan moved to approve and ratify the OFY-SG Special Education Support Services Agreement between Partners in Special Education, Inc. and Options For Youth-San Gabriel, Inc. Ms. Gothold seconded. There was no further discussion from the Board. Motion passed unanimously by roll call vote.

C.6 OFY-SG Conflict of Interest Code

Mr. Bordo presented on the OFY-SG Conflict of Interest Code. The Board was asked to review and consider approval of the OFY-SG Conflict of Interest Code. Best practice and applicable law provide for nonprofit organizations to have a Conflict of Interest Code, which OFY-SG has always had. From time to time, the Conflict of Interest Code is reviewed and updated to ensure it is consistent with current law and other factors. Over time, the governance structure of OFY-SG has changed and new positions, such as Superintendent and Assistant Superintendent, have been added. The changes to the Conflict of Interest Code reflect the updates to align with the current governance structure of OFY-SG. No other changes were

made to the Conflict of Interest Code, except to correct minor grammatical errors. Once approved, the updated code shall be posted as a Notice of Intent to change the Conflict of Interest Code with a forty-five (45) day posting period for any public comments or objections. Mr. Bordo asked the Board if there were any questions, to which there were none.

Ms. Varuzhanyan moved to approve the OFY-SG Conflict of Interest Code. Ms. Gothold seconded. There was no further discussion from the Board. Motion passed unanimously by roll call vote.

5. Adjournment

Ms. Gondo indicated that the next regularly scheduled Board meeting will be on January 22, 2026 at 10:30 A.M. (PT). There were no additional comments or questions prior to adjournment.

Ms. Gothold moved to adjourn. Ms. Varuzhanyan seconded. The motion passed unanimously by roll call vote. The meeting was adjourned at 11:14 A.M. (PT).

Ms. Lilit Varuzhanyan
Secretary, Options For Youth-San Gabriel, Inc.

A.2 OFY-SG Consent Log Including Superintendent's
Time Off Requests, Credit Card Consent Log, and
Additional Duties Timecards



OPTIONS FOR YOUTH-SAN GABRIEL, INC.
A California Nonprofit Public Benefit Corporation

January 2026

Agenda Item: OFY-SG Consent Log Including Superintendent's Time Off Requests, Credit Card Consent Log, and Additional Duties Timecards

Purpose: The Board will review and consider approval and/or ratification of the OFY-SG Consent Log Including Superintendent's Time Off Requests, Credit Card Consent Log, and Additional Duties Timecards.

Fiscal Impact: N/A

Superintendent's Recommendation: N/A

Proposed Motion: Motion to approve and/or ratify the OFY-SG Consent Log Including Superintendent's Time Off Requests, Credit Card Consent Log, and Additional Duties Timecards.

Ileana Kiriakos

Consent Log - Principal Time Off Requests

Request Period 08/01/2025 - 11/30/2025

Time Off Date	Date Submitted	Status	Name	Reason	Type	Hours	Charter
None			Ileana Kiriakos	Time Off		-	OFY - San Gabriel

**Options for Youth San Gabriel
Superintendent Credit Card Consent Log
10/1/2025 - 11/30/2025**

Additional Worktag - Charge Company Options For Youth - San Gabriel

Expense Report Number	Expense Item for Billable Transaction	Expense Report Line Memo	Sum of Expense Line Extended Amount
EXP-00080274	Subscriptions	888# for Central Network wide Calls	42.27
Grand Total			42.27

Ileana Kiriakos
Consent Log - Consent Log Additional Duties

Request Period 08/01/2025 - 11/30/2025

Date of Additional Duties Work	Date of Additional Duties Timecard Submission	Status	Name	Type	Hours	Compensation Amount	Worktag	Charter
None			Ileana Kiriakos	Additional Duties				OFY - San Gabriel

A.3 OFY-SG Comprehensive School Safety Plan ("CSSP") for Fiscal Year 2026-2027



OPTIONS FOR YOUTH-SAN GABRIEL, INC.
A California Nonprofit Public Benefit Corporation

January 2026

Agenda Item: OFY-SG Comprehensive School Safety Plan (“CSSP”) for Fiscal Year 2026-2027

Purpose: In accordance with AB 1747 California Education Code Section 32281, the School Safety Committee has developed and will execute the OFY-SG Comprehensive School Safety Plan (“CSSP”) for Fiscal Year 2026-2027 as presented.

The law requires designated stakeholders to annually engage in a systematic planning process to develop strategies and policies to prevent and respond to incidents involving emergencies, natural disasters, hate crimes, violence, active assailants/intruders, bullying and cyberbullying, discrimination and harassment, child abuse and neglect, discipline, suspension and expulsion, and other safety aspects. The School Safety Team has collaborated with its support providers School PAC Team, local emergency response departments and various community stakeholders to gather information on current practices, challenges, and resources to assist in developing this plan.

Included are but limited to:

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Suspension/Expulsion policies and procedures
- Procedures to notify teachers of dangerous pupils
- Schoolwide dress code
- Visitor Policy
- Policies and procedures to maintain a safe and orderly environment conducive to learning

New elements added to this year's annual update include:

- Child Supervision and Protection Procedures
- Immigration Enforcement Notification Procedures
- Student Smart Phone Use Policy

Contract Terms: Annual Plan

Fiscal Impact: Costs associated with adopting this plan will be absorbed by the School's 2026-2027 operating budget.

Superintendent’s Recommendation: Y



Proposed Motion: Motion to approve the OFY-SG Comprehensive School Safety Plan (“CSSP”) for Fiscal Year 2026-2027 as presented, and ratify any future edits based on changes required by education code, public health and/or government emergency response directives, as requested by the Superintendent.



Options for Youth–San Gabriel

Comprehensive School Safety Plan

2026–2027

Updated: November 2025

Adopted: January 2026

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Section I: Comprehensive School Safety Plan Overview

The California Constitution guarantees California children the right to attend public schools that are safe, secure, and peaceful. The California Department of Education (CDE), public school districts, county offices of education (COEs), and schools and their personnel are responsible for creating learning environments that are safe and secure.

In accordance with California *Education Code (EC)* Section 47605(c)(5)(F)(ii) and the Options for Youth – San Gabriel (“Charter School”) charter petition, the Charter School’s School Safety Team, with the support of various school stakeholders, has developed and will maintain this Comprehensive School Safety Plan (CSSP). The School Safety Team shall identify 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 existing laws related to school safety, including, but not limited to, all of the following:

- Child abuse or neglect reporting procedures
- Routine and emergency disaster procedures
- Suspension/Expulsion policies and procedures
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policy
- Schoolwide dress code
- Procedures for safe ingress and egress
- Policies and procedures to maintain a safe and orderly environment conducive to learning
- The rules and procedures on school discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions
- Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity

- Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or similar life-threatening emergency while on school grounds
- Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or similar life-threatening medical emergency while on school grounds.
- A protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose.
- An Instructional Continuity Plan (ICP) for when in-person instruction is disrupted due to an emergency
- Procedures specifically designed to notify parents/guardians, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement at the school

The Charter School will review and update the Comprehensive School Safety Plan by March 1st of every year in compliance with Education Code Section 47605(c)(5)(F)(iii).

The official version of the Charter School's policies are contained in the Student Handbook. To the extent there are any inconsistencies between this Comprehensive School Safety Plan and the Student Handbook, the version in the Student Handbook shall control.

Section I: Comprehensive School Safety Plan Overview

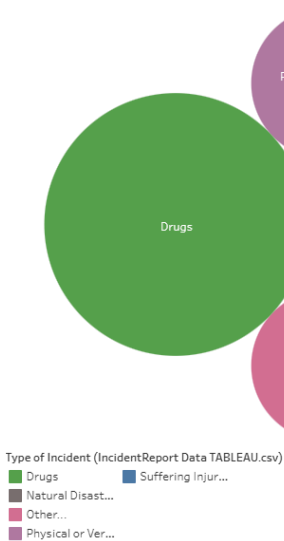
Part I: Assessment of Current School Safety

Governing Law: EC §32282(a)(1) – Assessing the current status of school crime committed on school campuses and at school related functions.

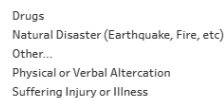
School related incident data is collected and recorded at the time of the incident. The chart below provides a snapshot of this data for the 2024/2025 school year. This data is used by school leadership to determine the current state of school safety and may implement new safety measures where applicable.

INCIDENT REPORT & DISCIPLINARY ACTIONS OVERVIEW

Incident Types - Bubble



Incident Types - Chart



Date and Time of Incident
7/1/2024 6/30/2025

3

1

1

1

1

Charter

OFY - SG

Any of the students involve...
(All)

Section 2: Mandated Reporter and Child Supervision and Protection Procedures

Part 1: Mandated Reporter Reporting Procedures

Governing Law: EC §32282(a)(2)(A) – Child abuse or neglect reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.

What Actions May Constitute Child Abuse

Child abuse or neglect can be any of the following:

- **Physical Abuse:** Physical injury or death inflicted on a child by another person other than by accidental means.
- **Sexual Abuse:** Sexual assault or sexual exploitation as defined in California Penal Code Section 11165.1.
- **Neglect:** The negligent treatment or maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare, whether the harm or threatened harm is from acts or omissions on the part of the responsible person. (See California Penal Code Section 11165.2)
- **Unlawful Corporal Punishment or Injury:** The willful infliction upon a child of any cruel or inhumane corporal punishment or injury resulting in a traumatic condition. (See California Penal Code Section 11165.4)
- **Willful Harming or Injuring of a Child or Endangering of the Person or Health of a Child:** A situation in which any person willfully causes or permits any child to suffer, or inflicts thereon, unjustifiable physical pain or mental suffering, or having the care or custody of any child, willfully causes or permits the person or health of the child to be placed in a situation in which his or her person or health is endangered. (See California Penal Code Section 11165.3)

Section 2: Mandated Reporter and Child Supervision and Protection Procedures

Part 1: Obligations of a Mandated Reporter

A list of persons whose profession qualifies them as “mandated reporters” of child abuse or neglect is found in California Penal Code Section 11165.7. It includes all Charter School teachers, employees, administrators, and athletic coaches. All persons hired into positions included on the list of mandated reporters are required, prior to commencing employment and as a prerequisite to that employment, to be provided with and sign a statement informing them that they are a mandated reporter and of their obligations to report suspected cases of abuse and neglect pursuant to California Penal Code Section 11166.5.

All persons who are mandated reporters are required to receive annual training on mandated reporter requirements pursuant to California Education Code Section 44691(c). Employees must provide proof of completing this training within the first six weeks of each school year or within the first six weeks of that person’s employment. Unless otherwise specifically provided, the absence of training shall not excuse a mandated reporter from the duties imposed by this article.

Volunteers whose duties require direct contact with and supervision of children are not mandated reporters but are encouraged to obtain training in the identification and reporting of child abuse and neglect and are further encouraged to report known or suspected instances of child abuse or neglect to an agency specified in Section 11165.9. The Charter School encourages employees to provide volunteers whose duties require direct contact with and supervision of children with training in the identification and reporting of child abuse and neglect.

It is extremely important that all Charter School employees understand their obligations as mandated reporters in order to protect students from child abuse or neglect, including sex offenses.

All persons who are mandated reporters are required, by law, to report all known or reasonably suspected cases of child abuse or neglect. It is not the job of the mandated reporter to determine whether the allegations are valid. If child abuse

or neglect is reasonably suspected or if a student shares information with a mandated reporter leading him/her to believe abuse or neglect has taken place, the report must be made. Reasonable suspicion exists when it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on the person's training and experience, to suspect child abuse or neglect. Reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect; any "reasonable suspicion" is sufficient. No supervisor or school administrator can impede or inhibit a report or subject the reporting person to any sanction. A mandated reporter's failure to report an incident of suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or fine.

To make a report, an employee must contact an appropriate local law enforcement or county child welfare agency, listed below. The mandated reporter's legal obligation is not satisfied by making a report of the incident to a supervisor or other Charter School official.

An appropriate law enforcement agency may be one of the following:

- Sheriff's Department or Police Department (not including a school district police department or school security department).
- A County Probation Department (if designated by the county to receive child abuse reports).
- A County Welfare Department/County Child Protective Services.

The mandated reporter must make an initial report by telephone immediately, or as soon as practicably possible, and must send a written follow up report to the same agency contacted via telephone within 36 hours of receiving the information concerning the incident. If, after reasonable efforts, a report cannot be made immediately over the telephone, then an initial report may be made via email or fax in accordance with California Penal Code Section 11166(b). The report must include the name, business address, and telephone number of the person making the report, the capacity that makes the person a mandated reporter and the

information giving rise to the knowledge or reasonable suspicion of child abuse and the source(s) of that information, as well as the following information (if known): the child's name, address, present location, and, if applicable, school, grade, and class; the names, addresses, and telephone numbers of the child's parents or guardians; and the name, address, telephone number, and other relevant personal information about the person or persons who the mandated reporter knows or reasonably suspects to have abused or neglected the child.

The Charter School staff may refer to the [California Mandated Reporter Easy Steps](#) for local department contact information as well as the [Suspected Child Abuse Report form](#).

Section 2: Mandated Reporter and Child Supervision and Protection Procedures
Part 2: Child Supervision and Protection Procedures

(Required by Education Code § 32282; Effective July 1, 2026)

The school has adopted supervision standards to establish consistent procedures that ensure all students are properly supervised and protected from potential child abuse, neglect, or sex offenses occurring on campus, during school activities, or under school supervision.

Active Supervision:

Staff must maintain active, line-of-sight supervision of students during instructional and non-instructional times, including transitions, lunch, and during extracurricular events.

- **Staff-to-Student Ratios:**

Schools will maintain supervision ratios that meet or exceed state and local guidelines (e.g., at least one certificated or classified employee per 20 students during unstructured time).

- **High-Risk Areas:**

Principals will assign staff to regularly monitor less visible areas such as restrooms, hallways, parking lots and site perimeters.

- **Sign-In/Out Procedures:**

All students leaving or entering campus during the school day must be wearing their student lanyard and checked in by authorized school personnel.

2. Staff Screening and Training

- **Background Checks:**

All employees and support providers with direct contact with students must complete DOJ/FBI background clearance before beginning service.

- **Annual Training:**

All staff shall receive annual training in:

- Mandated Reporter requirements under Penal Code § 11165.7

- Identifying signs of abuse or neglect
- Professional boundaries with students
- Reporting procedures and confidentiality
- **Specialized Training:**
Administrators, counselors, and program leads/coaches may complete advanced training in trauma-informed response and student disclosure protocols.

3. Student Protection Procedures

- **Access Control:**
Visitors must check in with valid ID, wear a visitor badge while on campus, and be escorted by staff if necessary.
- **One-on-One Interactions:**
Staff will avoid being alone with a student in non-observable locations. Doors will remain open or have unobstructed windows when private meetings are necessary.
- **Restroom Supervision:**
Staff shall ensure periodic monitoring of these areas while maintaining student privacy, including during extracurricular activities such as Sports and Field Trips.
- **Electronic Communication:**
Employees must use school-approved communication channels for all student contact; no personal texting or social media interactions.

4. Reporting and Response

- **Mandated Reporting:**
Any employee who knows of or reasonably suspects child abuse or neglect must immediately contact Child Protective Services or local law enforcement per Penal Code § 11166, followed by internal notification to administration.

- **Documentation:**
Reports will be confidentially logged using the school's Incident Report System.
- **Follow-Up and Support:**
Administrators will ensure student safety, provide counseling support, and cooperate fully with appropriate investigating agencies.
- **Prohibition of Retaliation:**
Retaliation against any person making a good-faith report is strictly prohibited.

5. Prevention and Education

- **Student Education:**
Schools shall incorporate age-appropriate lessons on personal safety, boundaries, and reporting unsafe behavior (aligned with Health Education Standards).
- **Parent Awareness:**
Annual notifications will inform parents/guardians of mandated reporter laws, volunteer clearance requirements, and reporting avenues. Some Parent Notifications may be included in the Student Handbook.

6. Plan Review and Monitoring

- **Annual Review:s**
The school safety team will annually review these procedures as part of the CSSP update cycle.
- **Incident Audit:**
Administration will track and analyze incidents related to supervision or abuse to improve prevention and response.
- **Continuous Improvement:**
Findings and recommendations will be presented to the governing board during the annual CSSP review meeting.

Section 3: Routine and Emergency Disaster Procedures

Governing Law. EC §32282(a)(2)(B) – Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.). The disaster procedures shall also include [the topics listed in EC 32282(a)(2)(B)].

School Building Disaster Plan

The Charter School will take all necessary measures to keep students, staff and visitors safe in the event of a disaster. The Charter School's school building disaster plan includes emergency procedures and drills for the following situations that have been developed in collaboration with first responders and community partners:

- Fire
- Relocation/Evacuation
- Bomb Threat
- Bioterrorism/Hazardous Materials
- Earthquake
- Flood
- Power Failure/Blackout
- Intruders/Solicitors
- Weapons/Assault/Hostage
- Explosive Device Threat
- Gas/Fumes
- Suspicious Mail/Packages
- Mass Care and Welfare Shelter Procedures

Section 3: Routine and Emergency Disaster Procedures

Part 1: Fire

Procedures for Active Fire in School Building

In the event that a fire is detected within the school building, use the following procedure:

- Call 9-1-1 to report a fire, stay on the line and give specific information (name, address of school or facility).
- Utilize a manual pull station located throughout the Charter School's campus to activate the building fire alarm system. Evacuate the building when you hear an alarm.
- In the event of a small fire, notify 9-1-1 and then use the nearest fire extinguisher to control the fire if you have been trained in its use.
- Do not attempt to fight large fires. Call 9-1-1 and evacuate the building.
- Assist students in building evacuation and proceed to the outdoor school evacuation area or areas. Staff who keep attendance logs (Teachers, SES, SGI Teachers, Tutors) are responsible for taking their Attendance Log and school-issued cell phone (if applicable). Designated staff members are responsible for collecting the Emergency Contact Binder, Visitors and Vendors sign-in sheets, and taking the Emergency Preparedness Bin prior to evacuation.
- When evacuating buildings walk, do not run.
- Do not use elevators for building evacuation or in an emergency.
- If heavy smoke is present, crawl or stay near the floor for breathable air.
- Assist any individuals who would have physical problems evacuating the building. Stay in the designated Outside Evacuation area and account for all personnel and students. Do not block fire lanes or areas used by the fire department.
- Do not re-enter the building until authorized by the fire department or the Principal/Principal Designee. If the fire is off site, wait for instructions from the Principal/Principal Designee or Emergency Operations Center ("EOC").

- In the event of an evacuation order by local authorities due to a fire (e.g., wildfire), use the following procedure:

Procedures for Fire-Related Evacuation Orders and Coordination with Operational Area

In accordance with California Education Code Section 32282(a)(2)(B)(i)(III), the Charter School will establish a procedure to identify appropriate refuge shelter for all pupils and staff to be used in the event of an evacuation order by local authorities and to notify the operational area having jurisdiction within the school's boundaries of this identified refuge, in order to first prioritize the safety of pupils and staff, and then the defense of that structure in the event of a fire. Each resource center will work with the local fire department to jointly identify a suitable refuge shelter.

The Charter School will develop a communication and evacuation plan, to be used in the event of an early notice evacuation warning, that allows enough time to evacuate all pupils and staff.

If a school site is in a high or very high fire hazard severity zone (identified pursuant to Government Code Section 51178 or Public Resources Code Section 4204), the Charter School will coordinate the procedure with the operational area having jurisdiction within the school site's boundaries.

The following is the Charter School's decision process to determine whether an evacuation order is appropriate:

- **Identify Immediate Danger:** If there is an active fire or imminent danger (smoke, visible flames, fire alarm activation) within the building, an immediate evacuation is the default response. Teachers are trained to evacuate students immediately upon hearing the alarm or seeing smoke/fire.
- **Principal Assessment:** The Principal or designee assesses life and safety issues immediately. They gather information on the location, magnitude, and potential duration of the fire or threat.

- **Coordination with Fire Department:** The school calls 911 immediately. Fire officials at the scene have the final authority to order, modify, or cancel an evacuation based on the fire's behavior, wind conditions, and terrain.
- **External Evacuation Orders:** The school must comply with evacuation orders issued by local authorities (police or fire departments) for the surrounding area, such as during a large-scale wildfire.
- **Risk Evaluation:** For external threats like wildfires (where danger might not be immediate but potential is high), the crisis team considers several factors in coordination with local agencies:
 - Proximity of the fire and potential for rapid spread.
 - Air quality index (AQI) levels and smoke impacts.
 - Wind levels and weather forecasts.
 - Road closures or traffic issues that might impede a safe evacuation
 - Availability of safe evacuation routes and refuge shelters

The following are key decision factors to ensuring the immediate safety and well-being of all students and staff:

- **Immediate Threat:** Direct evidence of fire or smoke on the premises triggers an automatic, immediate evacuation.
- **Official Mandate:** An evacuation "order" from the fire department or law enforcement indicates an immediate threat to life and must be followed without delay.
- **Consultation:** Decisions regarding larger, less immediate threats (like distant wildfires) involves consultation with local health and safety agencies, using guidance from sources like the California Department of Public Health.

Section 3: Routine and Emergency Disaster Procedures

Part 2: Relocation/Evacuation

In an Emergency Building Evacuation, all non-teaching employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Staff who keep attendance logs (Teachers, SES, SGI Teachers, Tutors) are responsible for taking their Printed Daily Attendance Log and school-issued cell phone (if applicable). Designated staff members are responsible for collecting the Emergency Contact Binder and any Visitors and Vendors sign-in sheets prior to evacuation. The school site designated Site Emergency Liaison staff member is responsible for taking the Emergency Preparedness Bin.
- Perform duties as assigned by the Principal/Principal Designee in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities. Remain in the general Outside Evacuation areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss.

In an Emergency Building Evacuation teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Upon arrival at the Outside Evacuation area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or those with serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly.
- Account for all students upon re-entry.
- Debrief students to calm fears about the evacuation.

Section 3: Routine and Emergency Disaster Procedures

Part 3: Explosive Device Threat

Response to an explosive device threat is initiated upon the discovery of a suspicious package or device on campus grounds or a threatening message received by phone, email, social media, or other means that may present a risk of an explosion. Actions taken are to maximize the safety of students, staff, and others on campus. Anyone receiving an explosive device threat should strictly follow the procedures below and not discuss or notify others of the threat since this may create an unwarranted panic response at the facility.

Threat Received by Phone

- The call taker should attempt to keep the caller on the telephone as long as possible and alert someone else to call 9-1-1. If possible, try to determine the gender and age of the caller. The call taker should immediately inform the Principal /Principal Designee. The call taker should aim to record and gather information about the caller, evaluating the caller's voice and background noise for distinguishing characteristics.
- The staff member calling 9-1-1 informs the operator of:
 - Nature of threat on phone line
 - Name and address of school
 - Phone number of phone line receiving threat
 - Name and contact information of staff member
 - Phone number displayed for caller
 - Any other information requested by law enforcement
- The Principal/Principal Designee, in consultation with law enforcement officers, will determine if buildings should be evacuated at any time during the incident.

Threat Received by Other Means

- If an explosive device threat is received via letter, email, social media or other means, the Principal/Principal Designee will consult with Law Enforcement to determine a course of action. The Principal/Principal Designee will make the appropriate notifications and take other actions as necessary.

Suspicious Object

- If you observe a suspicious object or potential bomb on property, DO NOT HANDLE THE OBJECT. IMMEDIATELY NOTIFY 9-1-1, the Site Emergency Liaison, the Assistant Principal, and the Principal/Principal Designee.
- If a suspicious package or other object is found on or adjacent to campus, the Principal/Principal Designee should be immediately alerted. The Principal/Principal Designee will consult with Law Enforcement to determine a course of action. The Principal/Principal Designee will make the appropriate notifications and take other actions as necessary.
- No attempt should be made by school staff to investigate or examine a discovered suspicious object.
- Suspend use of radios, walkie talkies, and cell phones unless absolutely necessary to use such items. Frequencies used by these items may inadvertently trigger an explosion.

Notification Procedures

Communicate the above information to the following in this order:

- Site Emergency Liaison
- Assistant Principal
- Principal/Principal Designee

The Principal/Principal Designee will notify local law enforcement and the Director of Schools.

Strictly follow the above notification procedures and do not discuss or notify others of the bomb threat since this may create an unwarranted panic response at the facility.

Action Plan Procedures

If the location of the bomb is not specifically designated, students will be kept in the

classroom.

The Principal/Principal Designee will make the decision to evacuate the building. However, if possible, this decision should be made in conjunction with law enforcement authorities after they arrive at the site.

Before law enforcement arrives, Charter School staff and students should not search for any explosive(s). Staff may search only for people who should be evacuated. The decision to search the building for any explosive(s) will be made in conjunction with law enforcement authorities and performed by them.

Re-entry into an evacuated building will be authorized by the Principal/Principal Designee only after consulting with law enforcement authorities.

Section 3: Routine and Emergency Disaster Procedures

Part 4: Bioterrorism/Hazardous Materials

Bioterrorism

Biological and chemical weapons are unconventional warfare tactics that can be deployed upon the public with little or no notice. Such weapons typically involve microscopic materials that may be organic or synthetically manufactured in laboratories. Biological or chemical weapons can be in powder form, liquid, or vaporous. Agents used in biological/chemical attacks include, but are not limited to: anthrax, smallpox, other harmful viruses, various forms of nerve gas, tear gas, and other vaporous irritants. Pranks using stink bombs should also be considered a chemical weapons attack.

There are several possible dispersion techniques to deliver biological and chemical agents. The following procedures should be utilized in the event of an assault involving biological or chemical weapons.

Any possible biological/chemical weapons assault should be reported immediately to the Principal/Principal Designee.

The Principal/Principal Designee should notify law enforcement authorities immediately. As necessary, alert all site employees of the situation.

If the agent is delivered via aircraft:

- All staff and students should be moved indoors.
- Keep students inside and take roll.
- Close and secure all doors and windows.
- Ensure that the HVAC is shut down.
- Cover vents with plastic or thick paper using tape to create a seal.
- Inspect all windows and doors for cracks, gaps, or holes. Cover any with plastic or thick paper using tape to create a seal.
- Remain in this area until notified to leave by the Principal/Principal Designee

or officers of emergency response agencies.

- Immediately report any injuries or illnesses to the Principal/Principal Designee or officers of emergency response agencies.

If the agent is delivered via dispersion device that is outdoors:

- All staff and students should be moved indoors.
- Keep students inside and take roll.
- Close and secure all doors and windows.
- Ensure that the HVAC is shut down.
- Cover vents with plastic or thick paper using tape to create a seal.
- Inspect all windows and doors for cracks, gaps, or holes. Cover any with plastic or thick paper using tape to create a seal.
- Remain in this area until notified to leave by the Principal/Principal Designee, or officers of emergency response agencies.
- Immediately report any injuries or illnesses to the Principal/Principal Designee or officers of emergency response agencies.

If the agent is delivered via dispersion device that is indoors:

- The Principal/Principal Designee shall order that all staff and students be evacuated to the school's normal Outside Evacuation area unless that area may be affected by the assault. Roll call should be taken.
- Remain in this area until notified to leave by the Principal/Principal Designee or officers of emergency response agencies.
- The HVAC system should be shut down.

If the agent is delivered via the school's HVAC system:

- The Principal/Principal Designee shall order that all staff and students be evacuated to the school's Outside Evacuation area unless that area may be affected by the assault. Roll call should be taken.
- Remain in this area until notified to leave by the Principal/Principal Designee or officers of emergency response agencies.

- The HVAC system should be shut down.

In any situation involving biological or chemical weapons the Principal/Principal Designee and staff must follow all instructions given by officers of emergency response agencies.

Hazardous Material Incident

If a hazardous material incident occurs off site, stay indoors and close all doors and windows (referred to as taking “Shelter in Place”). If possible, determine the location of the spill in relation to school site buildings. Notify the Principal/Principal Designee of the incident and notify 9-1-1 if necessary.

If a hazardous material incident occurs indoors, block off all areas impacted by the incident. Do not come into contact with any impacted areas. Close all windows and doors, and turn off air conditioning systems. Notify the Principal/Principal Designee and notify 9-1-1 of the Incident if necessary. The Principal/Principal Designee, in consultation with emergency services as necessary, will determine if the building or parts of the building should be evacuated. When determining whether evacuation is necessary, ensure that people will not be evacuated to an area which may have been impacted by the incident.

If a hazardous material incident occurs outdoors at a school site, move away from buildings, poles, and overhead wires. Notify the Principal/Principal’s Designee and notify 9-1-1 if necessary. If it is necessary to leave the site, avoid moving directly with or against the wind if possible.

Follow all instructions given by the Fire Department or other emergency services when they arrive at the facility.

Section 3: Routine and Emergency Disaster Procedures

Part 5: Earthquake

The Charter School's earthquake emergency procedure system is developed in accordance with California Education Code Section 32282(a)(2)(B)(i)(I).

Before an Earthquake:

Charter School students and staff will be made aware of, and properly trained in, the Charter School's earthquake emergency procedure system. A drop procedure practice shall be held at least once per semester.

During an Earthquake:

Indoors – Drop Procedure

DROP, COVER, AND HOLD.

Move away from windows and objects that could fall or break. Take cover under a desk, table, or interior wall. Drop to your knees. Protect your head with your arms and have your back to any windows. Hold position until shaking stops. If necessary, the Principal/Principal Designee will order evacuation of the building after the initial shaking stops.

Indoors – Drop Procedure Students with Mobility Device

LOCK, COVER, and HOLD

Roll the wheelchair into an area of the classroom with structural protection that is away from any windows.

- Lock wheels.
- Cover head and eyes to best of ability.
- Rescuers need to drop, cover, and hold on, too.

Outdoors

Move away from buildings, utility poles, vehicles, and overhead wires. Avoid all down wires or electrical lines. Do not run. Crouch low to the ground or lie down, protect your

head with your arms, and hold position until initial shaking stops. Be prepared to duck and cover again and be aware of any dangers occurring from the initial shaking.

In School Bus

Stop the vehicle in a safe location away from power lines, overpasses, or large buildings. Stay in the vehicle and establish radio contact with Transportation and/or E.O.C.

After an Earthquake:

Be prepared for immediate aftershocks and ground motion.

Evaluate immediate area for earthquake related hazards (fire, building collapse, gas leaks, broken electrical lines, wires etc.).

Evaluate immediate area (classroom, bus, etc.) for injuries or medical aid situations. Call 9-1-1, if you have an immediate emergency such as a fire or serious injury. Assist injured with First Aid treatment.

If necessary, the Principal/Principal Designee shall order evacuation. Evacuate buildings or vehicles and proceed to the evacuation location. Each school site should have at least one secondary evacuation location to be used in the event the primary evacuation location is inaccessible or unsafe. After evacuation, examine the building for structural damage or hazards.

Conduct a head count to account for all personnel and students.

If there is no damage or minimal damage to the structure, the group may reenter the building.

Establish communications with your Principal/Principal Designee or E.O.C. and follow emergency checklist and procedures.

Assist any police or fire units that respond to your location, and follow instructions given by emergency services at your location.

Section 3: Routine and Emergency Disaster Procedures

Part 6: Flood

If a flood warning is received by a school site, notify the Director of Schools immediately and Superintendent if deemed needed. If the Principal/Principal Designee is not on site, he/she/they will also be notified so that appropriate next steps can be taken.

If a major flood warning is received at the school site, the E.O.C. should be activated.

Based upon the specific threat, the EOC in conjunction with the Operational Area EOC and Safety and Environmental Management System will develop an action plan to protect personnel, students and facilities.

Evacuation of specific schools, facilities or areas will be directed by the EOC in coordination with SEMS. Staff who keep attendance logs (Teachers, SES, SGI Teachers, Tutors) are responsible for taking their Printed Daily Attendance Log and school-issued cell phone (if applicable). Designated staff members are responsible for collecting the Emergency Contact Binder and any Visitors and Vendors sign-in sheets prior to evacuation. The school site designated Site Emergency Liaison staff member is responsible for taking the Emergency Preparedness Bin.

Section 3: Routine and Emergency Disaster Procedures

Part 7: Power Failure/Blackout

Power Failure/Blackout

In the event of a power failure, emergency lighting will come on in some buildings. Elevators will not work and if you are caught in an elevator, use the emergency phone to call for assistance. Internet telephones will not be functional during a blackout. Use of school-issued or personal cell phones during a blackout is recommended.

In a power outage, HVAC systems will shut down and return when power is restored. A lack of ventilation for the amount of time the power may be out should not pose a health or safety concern, but Charter School staff should notify the Principal/Principal Designee of any potential health or safety concerns caused by a power failure. Should electrical power go out on campus, the campus will continue to operate as normally as possible, considering the circumstances. If the outage occurs during the day, do not immediately evacuate your building unless there is a safety concern or you are instructed to do so.

The Principal/Principal Designee will determine if and when employees should leave their work areas, taking into account the availability of light, ventilation, and ease of evacuation. Safety will be the priority consideration. The Principal/Principal Designee will make the decision to grant administrative leave and will determine the length of the leave if it is necessary to release employees from the campus. Employees must receive approval from their Principal/Principal Designee to leave their workstations.

If the campus experiences an outage while classes are in session, classrooms and/or Staff offices that have sufficient natural light may not require evacuation and the class may continue as scheduled. The instructor will determine if there is sufficient light. If the class is still in session after dark, once the Principal/Principal Designee makes the determination that the campus needs to be evacuated, Staff should dismiss their classes for the evening following the Relocation/Evacuation procedures.

Section 3: Routine and Emergency Disaster Procedures

Part 8: Intruders/Solicitors

In the event of an intruder or unwelcome visitor/solicitor, please follow Weapons / Assault / Hostage procedures as outlined in Section 3, Part 9.

Section 3: Routine and Emergency Disaster Procedures

Part 9: Weapons/Assault/Hostage

Governing Law: EC 32282(a)(2)(J) – Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.

Lockdown/Civil Unrest

Any threatening disturbance should be reported immediately to the Principal/Principal Designee. If the disturbance is affecting normal school or school site operations, the Principal/Principal Designee should notify law enforcement authorities immediately.

As necessary, alert all site employees of the situation. Site staff must follow the instructions below and must follow instructions from law enforcement officers who respond to your site.

If you are inside:

- Close and lock all doors and windows immediately upon notification of the situation.
- Keep all students inside and take roll.
- If feasible, move all students to a school site point and keep low to the ground. Stay away from all doors and windows.
- If students are not in an interior room or office, instruct students to enter the nearest interior room or office and follow the instructions of any Charter School staff in that location.
- Never open the door or window to anyone until the emergency is over.
- Keep students inside, regardless of lunch, until you are told by the Principal/Principal Designee that the situation has been resolved.

If you are outside:

- Immediately have students and staff seek shelter if it is safe to do so. Instruct students and staff to go into the nearest room.
- If shelter is not available, ensure students lie flat on the ground immediately.
- Students in restrooms should be instructed to stay there until directed to exit by the Principal/Principal Designee.

If the situation is violent and may include the use of firearms, the Principal/Principal Designee should instruct all staff and students to lie face down on the floor and remain immobile after taking the safety precautions above.

Director of Schools and staff must follow all instructions given by responding law enforcement. If the event is major the Superintendent will develop an Action Plan to deal with the situation as well as the following:

- Telephone inquiries and rumor control
- Media relations and public information
- Employee/Student crisis counseling
- School site damage assessment/control

Active Shooter

Staff members have a very limited amount of time in which to commit to a course of action in the event of an active shooter situation. Immediately assess both the situation and the surrounding environment and respond to the situation based upon the Active Shooter Training and drills.

Remember, the Active Shooter response is a partnership with local law enforcement. Immediate actions should include:

1. **RUN** - Evacuate the premises and leave belongings behind. Get out as fast as you can.
2. **HIDE** - If evacuation is not possible, find a place to hide where the shooter is less likely to find you, utilizing "hard corners" to minimize visibility. A hard corner is defined as areas in classrooms where students and teachers would not be visible from hallways, windows, or door openings. Hard corners are areas located at an angle that could prevent anyone firing a gun through

the classroom door from hitting anyone. Lock and block doors as much as possible while not trapping yourself or restricting movement.

3. **FIGHT** - As a last resort when life is in imminent danger. Throw items and improvised weapons to take down the shooter.

Avoid the use of sirens, intercom systems, fire alarms or other loud noises that would alert the active shooter to your location.

Notification:

- Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter, or if you need medical direction for a victim.
- The Principal/Principal Designee will notify the Director of Schools

Intermediate activities:

- Place a red card under the door/in a window if you have a serious injury in the classroom.
- Take roll.
- Conduct anxiety-reducing activities.

Evacuation:

- Prepare students and yourself for a quick evacuation.
- Follow directions of law enforcement when they arrive.

Hostage Situation

Staff and students should sit quietly if the situation is in their presence. Try to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures.

- Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she/they would be facing if he/she/they left the classroom.

The intruder may perceive himself/ herself as being sane.

- If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Do not try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder.
- Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.
- If and when possible, call the Principal/Principal Designee and/or 9-1-1.

Active Shooter Drills

The Charter School will comply with all requirements of Education Code Section 32282(a)(2)(K) if it conducts drills in preparation for active shooters or other armed assailants. The school will not conduct a “high-intensity drill” as that term is defined in Education Code Section 32282(a)(2)(K)(i)(II). The school will not include the use of real weapons, gunfire blanks, or explosions in the conducting of the drill. The school will ensure a trauma-informed approach to the design and execution of any drill, which shall include all of the following:

- Age-appropriate and developmentally appropriate drill content and terminology developed with the involvement of school personnel, including school-based mental health professionals.
- Notice to all parents and guardians of students, teachers, administrators and school personnel subject to the drills in advance of the drill and of the drill’s expected length of time.
- The ability for parents or guardians to opt their child or children out of the drills.
- An announcement to students and educators immediately before the start of the drills and an announcement to students and educators immediately after the drills have concluded.
- A notice to all parents and guardians after the drill has concluded.
- The provision of contact information for community-based resources, including local organizations with objectives to reduce gun violence or provide mental health counseling, to parents or guardians, students, and staff who are negatively impacted by the drills, and, where available, prioritizing

school-based resources.

Section 3: Routine and Emergency Disaster Procedures

Part 10: Gas/Fumes

If a strong natural gas/fume odor is detected outside of the school site (outdoors), immediately proceed inside the school site and alert the Principal/Principal Designee, who will call 9-1-1.

If a strong natural gas odor/fumes are detected in the school site and the source cannot be immediately determined, the Principal/Principal Designee will initiate a building evacuation and call 9-1-1. To minimize risk of igniting a fire caused by a potential gas leak, windows and doors are recommended to be left open upon vacating the building. Staff who keep attendance logs (Teachers, SES, SGI Teachers, Tutors) are responsible for taking their Printed Daily Attendance Log and school-issued cell phone (if applicable). Designated staff members are responsible for collecting the Emergency Contact Binder and any Visitors and Vendors sign-in sheets prior to evacuation. The school site designated Site Emergency Liaison staff member is responsible for taking the Emergency Preparedness Bin.

Do not return to the evacuated school site until and unless emergency responders give the "all clear" to do so.

Section 3: Routine and Emergency Disaster Procedures

Part II: Suspicious Mail/Packages

All incoming mail and packages should be handled with caution.

Below are Indicators of suspicious mail and steps to take in the event that suspicious mail is received.

Suspicious mail may include mail that:

- is unexpected or from an unfamiliar source.
- has excessive postage.
- is addressed to someone who no longer works at the school.
- is addressed to a current employee but with the wrong title.
- contains several misspelled words on the envelope.
- marked with restrictive endorsements such as "Personal" or "Confidential."
- has no return address or an address that cannot be verified.
- is from a foreign country.
- shows a city or state in the postmark that does not match the return address.
- is lopsided, oddly shaped, or has an unusual weight, given its size.
- has protruding wires, strange odors, or stains.
- has powdery substance on the outside.
- has an unusual amount of tape on it.
- is ticking or making unusual sounds.

Not all mail comes perfectly packaged or with accurate information on it, so it is important that employees handling mail remain sensible in the screening of mail. However, prudent scrutiny conducted in a reasonable manner can greatly reduce the school's chances of becoming the victim of attack by mail.

What to do with suspicious mail (general response):

- Do not try to open the package or envelope.
- Do not sniff, taste or shake the package.
- Isolate the package.

- Evacuate the immediate area; close the door.
- Contact your Principal/Principal Designee and call 9-1-1 if necessary.

Response to mail suspected of delivering biological/chemical agents in powder form:

- Do not open an envelope or package with powder on the outside. 24
- If powder is spilled from an envelope or package, do not try to clean up or touch the powder.
- Cover the spilled contents immediately with anything (clothing, paper, trash can).
- Do not remove this cover.
- Leave the room and close the door or otherwise prevent access to the room.
- Brush off hands with a brush if available.
- Wash your hands with soap and water.
- DO NOT use hand sanitizer.
- Ensure that everyone who had contact with the piece of mail washes his/her hands with soap and hot water. Do not touch your eyes or any other part of your body until you have washed your hands.
- Notify your supervisor.
- Supervisor should immediately contact the local police (9-1-1) and/or the U.S. Postal Inspection Service (877) 876-2455 and say "Emergency" when prompted
- Follow instructions of law enforcement responding to your site.
- Supervisor should notify the Director of Schools.
- Remove heavily contaminated clothing as soon as possible and place inside a plastic bag or some other container that can be sealed. This clothing should be given to the responding emergency response units.
- Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.
- Make a list of all the people who were in the room or area, especially those who had contact with the envelope or package. Provide this list to the emergency response teams investigating the incident.
- Investigators will remove the envelope or package and conduct a thorough check of the area for contamination.

- If you are prescribed medicine as a result of this exposure, take it until instructed or until it runs out.

Section 3: Routine and Emergency Disaster Procedures

Part 12: Mass Care & Welfare Shelter Procedures

The Charter School will allow a public agency, including the American Red Cross, to use school buildings, grounds and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare in accordance with California Education Code Section 32282(a)(2)(B)(i)(II).

The Charter School shall cooperate with the public agency in furnishing and maintaining the services the Charter School may deem necessary to meet the needs of the community.

Section 3: Routine and Emergency Disaster Procedures

Part 13: Students with Disabilities

Students with disabilities may face a variety of challenges in responding to and/or evacuating during an emergency. The Charter School will consider the needs of students with disabilities when scheduling emergency drills. When possible, the Charter School will adhere to accommodations related to sensory, mobility, behavioral, and/or medical needs as described in the student's individualized education program or Section 504 Plan. Staff should only inform a student's peers of the student's disability to the extent necessary to ensure student and staff safety.

Assisting Students with Special Needs during an Emergency:

- Plan for Evacuation Assistance
 - Stay calm.
 - Explain what is happening and what students need to do even if you think they don't understand.
 - Make sure all staff members know what to do.
 - Know the students, including their needs and fragilities.
 - Pre-identify and train 3 rescuers (and back-ups for each rescuer) for every student needing assistance.
 - Evacuate necessary equipment with students and keep it ready to go by the door.
 - Rescuers and students must practice and participate fully in all emergency drills.

Mobility Disabilities Evacuation

Demonstrate to staff how to evacuate wheelchairs. There are a few different evacuation assistance methods. Evaluate which will work best for your individual students. Devices can be used to assist multiple students.

- Two-Person Swing Carry (also known as chair carry)
 - One rescuer on each side of student
 - Press in close to student when carrying for extra support
 - One rescuer takes student's wheelchair/walker down the

- stairs ○ Avoid putting pressure on student's arms, legs, or chest
- Two-Person Rescue Seat Carry (using Rescue Seat pad)
 - One rescuer on each side of student
 - Rescue seat can be placed on empty chair and student transferred into it, or
 - Rescue seat can be slipped under student while in wheelchair 27
- One rescuer takes student's wheelchair/walker down the stairs

Blind/Low Vision Evacuation

- Speak calmly
- Use direct, concrete phrases without multiple steps
- Extra practice helps students gain familiarity with evacuation route
- Communicate hazards as you guide
- Consider tactile strips along evacuation route
- Account for unaccompanied students immediately in emergency

Deaf/Hard of Hearing Evacuation

- Speak calmly
- Use direct, concrete phrases without multiple steps
- More frequent drilling is helpful to accustom students to a different routine
- If an emergency is announced over loudspeaker (no strobes), account for any unaccompanied deaf/hard of hearing students who may not have heard or understood the announcement
- Use touch and eye contact to gain students' attention
- Flick lights rapidly to gain students' attention
- Speak in short, clear phrases
- Use common gestures to communicate (hand up for stop; thumbs up for ok, etc.)
- Provide flashlights/headlamps to D/HH students and staff
- Alarm tones can be painful for those with hearing aids – students can be reminded to turn them down until alarms are turned off. Remember to tell

them to turn the hearing aids back up.

- Account for unaccompanied students immediately in emergency

Cognitive Disability Evacuation

- Speak calmly
- Use direct, concrete phrases without multiple steps
- Long-term training, more frequent drilling and reminders are helpful
- Use simple, concrete words
- Avoid multiple-step directions
- Allow extra processing time for response
- Use visual or tactile cue (students wear fire hats when hear fire alarm, etc.)
- Account for unaccompanied students immediately in an emergency
- May need more supervision

Autism Spectrum Evacuation

- Speak calmly
- Use direct, concrete phrases without multiple steps
- Allow extra processing time for response
- Avoid touch
- More frequent drilling is helpful to accustom students to a different routine
- Find quiet location in Outside Evacuation Center area away from extra stimulation
- Check for injuries if appropriate, as some people who have autism do not react to pain
- Account for unaccompanied students immediately in emergency
- May need more supervision
- If possible/feasible, allow students to bring comfort items, such as a favorite hat, toy, or electronic device

Medically Fragile/Special Healthcare Needs Evacuation

- Speak calmly
- Use direct, concrete phrases without multiple steps
- More frequent drilling is helpful to accustom students to a different routine
- Search and Rescue team is not to re-enter building for equipment/supplies left behind
- Take equipment (e.g. g-tube food supplies, catheter supplies, suction machines) when evacuating and keep necessities ready to go near door
- Suction machines must have their plug-in adapter daily as it may need to be switched to generator.
- Backpacks are recommended for carrying supplies to keep hands free
- Pre-label supplies with student names
- Have extra supplies in emergency bin and check expiration dates (for items such as Pediasure and formula)
- Take care moving oxygen as it is pressurized, and secure tanks once moved
- Account for unaccompanied students immediately in emergency

Section 4: Discipline Policy

Part 1: Discipline Policy

Governing Law: EC 32282(a)(2)(C) – Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.

Governing Law: EC 32282(a)(2)(I) – The rules and procedures on school discipline adopted pursuant to Sections 35291, 35291.5, 47605, and 47605.6.

The official version of the Charter School's discipline policies are contained in the Student Handbook. To the extent there are any inconsistencies, the version in the Student Handbook shall control.

Due Process Statement

The Charter School shall provide for the fair treatment of students facing suspension and expulsion by affording them due process rights. Rules regarding suspension and expulsion shall be revised periodically as required by any changes in the Charter School's policy, regulation, or law.

In all cases the Charter School's disciplinary policies shall afford students due process. To this end, the Charter School's Board shall develop rules and regulations governing the procedures by which students may be suspended or expelled. The Charter School's Principal or designee shall notify staff, students and parents/guardians about Charter School's disciplinary policy, including policies governing student suspensions and expulsions. Students and their parents or guardians will be notified in writing at the time of enrollment.

In the event of an expulsion, students recommended for expulsion will be entitled to written notice of the grounds for their proposed removal and will be given a full due

process hearing in regard to the proposed expulsion. Parents or guardians will also be given written notice in advance of such hearing so that they may attend. The Charter School will maintain a record of the notice and of the hearing.

Suspension and Expulsion Policy and Procedure

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq., which describes the non-charter schools' list of offenses and procedures, to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedure will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

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

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this policy is available on request at each resource center.

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 Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance with due process for such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five 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 or guardian or, if the student 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 student is an Indian child, as defined in Section 224.1 of the Welfare and

Institutions Code, the written notice shall be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the student, the student'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 Education Code Section 47605(c)(5)(J)(ii) before the effective date of the action. If the student's parent, guardian, or 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 Education Code Section 47605(c)(5)(J)(ii), the student 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 Sections 47605(c)(5)(J)(i)-(ii) of the Education Code.

A foster child's educational rights holder, attorney, and county social worker and in 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.

Before disenrolling a student, the Charter School shall provide the student the CDE notice required under Education Code section 47605(e)(4)(D).

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity. 3 Notwithstanding anything herein to the contrary, a student who voluntarily

discloses their use of a tobacco product, 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.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used force or violence upon the person of another, except self-defense.
 - c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e. Committed or attempted to commit robbery or extortion.
 - f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, electronic cigarettes, vaporizers, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to

sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school- sanctioned events.
- q. Made terroristic threats against school personnel or volunteers and/or a student or group of students and/ or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional,

immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. **"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:

1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 3. Causing a reasonable student to experience substantial interference with his or her academic performance.
 4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- ii. **“Electronic Act”** means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
1. A message, text, sound, video, or image.
 2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in 5 subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the

purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- d. An act of cyber sexual bullying.
 - i. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (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.
 - ii. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - iii. Notwithstanding subparagraphs (1) and (2)

above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on designee the Internet or is currently posted on the Internet.

- v. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b). w)
 - w. Possessed, sold, or otherwise furnished any knife 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 Principal or designee's concurrence.
2. **Non-Discretionary Suspension Offenses:** Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object.
3. **Discretionary Expellable Offenses:** Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used force or violence upon the person of another, except self-defense.
 - c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material

and represented same as controlled substance, alcoholic beverage or intoxicant.

- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, electronic cigarettes, vaporizers, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a

pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school- sanctioned events.

- q. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Intentionally harassed, threatened or intimidated school personnel or

volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. **“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:
 1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 3. Causing a reasonable student to experience substantial interference with his or her academic performance.
 4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - ii. **“Electronic Act”** means the creation or transmission originated on or off the school site, by means of an electronic device,

including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - d. An act of cyber sexual bullying.
 - i. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in

subparagraphs (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.

ii. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

w. Possessed, sold, or otherwise furnished any knife 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 Principal or designee’s concurrence.

4. **Non-Discretionary Expellable Offenses:** Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other

dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

If it is determined by the Administrative Panel 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 pupil shall be provided due process rights of notice and a hearing as required in this policy.

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

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

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 Principal or Principal's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil

or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by the neutral and impartial Administrative Panel, to be assigned by the President as needed. The Administrative Panel shall consist of at least three members who are certificated and not a teacher of the pupil. The Administrative Panel shall be presided over by a designated hearing chairperson. The Administrative Panel may expel any student found to have committed an expellable offense.

E. Expulsion Procedures

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

The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session at least three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-Attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing; and
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony,

(b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she/they testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Administrative Panel from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

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 Administrative 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 presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

7. The testimony of the support person shall be presented before the testimony

of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

8. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
9. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Administrative 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.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the

evidence at the hearing. Except as otherwise provided herein, no decision to expel shall be based solely on hearsay.

Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Administrative Panel is final.

If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/ her educational program.

I. Written Notice to Expel

The Principal or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/ guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's

name; and (b) The specific expellable offense committed by the student.

J. 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 authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Administrative Panel's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission.

The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from the Charter School or another school district, or charter school, or private school shall be in the sole discretion of the Principal following a meeting with the pupil and

parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

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

1. Notification of SELPA

The Charter School may, when applicable, notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent 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, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

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

Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/ guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

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

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

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

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

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

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

Section 4: Discipline Policy

Part 2: Drugs, Tobacco and Alcohol

It shall be the policy of the Charter School to take positive action through education, counseling, parental involvement, medical referral, and police referral in the handling of incidents in the schools involving the possession, sale, and/or use of controlled substances (i.e., drugs), tobacco, alcohol and drug paraphernalia.

Students involved in the possession, sale and/or use of drugs, tobacco, or alcohol shall be subject to disciplinary procedures which may result in suspension or expulsion.

Charter School properties may be inspected by school authorities in the interest of maintenance, health and safety. Inspections for the location of drugs, tobacco, and alcohol are matters relating to health and safety and may be regarded as reasonable purposes for inspection by school personnel; so long as such inspections are conducted in accordance with constitutional requirements of applicable state law relating to searches and seizures.

Use

- No internal medication is to be administered to students by school personnel except as prescribed by an authorized health care provider.
- Dangerous and narcotic drugs which a student has on prescription for ingestion as prescribed by an authorized health care provider must be in their original containers and kept in a locked or secured location, whichever provides greater security.
- Whenever any staff member has reason to believe that a student may be under the influence of drugs or alcohol, he/she shall immediately notify the Assistant Principal or Principal. The Principal, if in agreement, shall notify the parent to come for the student and to remove the student to his/her home, to the jurisdiction of the police, and/or the paramedics.
- In severe cases, if the parents or the doctor cannot or will not come to the school, the Principal is authorized to call an ambulance to remove the student to a hospital. Parents will be notified of this action and shall be responsible for the incurred expenses.
- In addition, the student may be recommended for suspension or expulsion as appropriate under the circumstances.
- A second incidence of use of drugs, tobacco, or alcohol within one year at

school or any school activity may result in a recommendation for expulsion.

Selling or Possession

When there is reason to believe that a student is selling or is in possession of drugs, tobacco, or alcohol, the following procedures listed below will be followed:

- The school administrator shall advise the local juvenile narcotics officer or law enforcement personnel. Juvenile authorities will make the decision as to whether they or the school will notify the parent.
- The school administrator will escort the student to the school office and confront him/her with the suspicion. The administrator may notify the police before taking the student to the office. The student should be removed from a classroom by the administrator.
- Upon reasonable suspicion that a student is in possession of drugs, tobacco, or alcohol, a search may be made by the administrator(s). Staff may also ask student to volunteer for self-search. In cases when a personal search seems to be in order, the administrator may call for a law enforcement officer to make the search as appropriate. Repeated attempts shall be made to notify the student's parent/guardian before the personal search is made.
- The student may be questioned by the school administrator, but if it is believed that a law has been broken, the police will be notified.

Tobacco-Free Schools

Signs prohibiting the use of tobacco shall be prominently displayed at all entrances to school property.

Employee Notifications

The Director of Schools or designee shall notify employees of the Charter School's tobacco-free policy. The notification shall also inform them of:

- Their need to abide by Charter School policy as a condition of employment.
- The dangers of tobacco use in the workplace, including its threat to the health and safety of employees, students, and the public.
- Available resources which may help employees stop using tobacco.
- Possible disciplinary actions in accordance with Charter School policy and applicable laws.

Section 4: Discipline Policy

Part 3: School Incidents

The Charter School has created and maintained a digital reporting system for all discipline related incidents that occur at school or at school related events. The incident reporting system collects information such as incident details, staff and student statements and allows quick sharing of information with the necessary school administrators.

Section 5: Procedures to Notify Teachers of Dangerous Pupils

Governing Law: EC §32282(a)(2)(D) – Procedures to notify teachers of dangerous pupils pursuant to Section 49079.

When a student enrolls at the Charter School, the Principal/Principal Designee contacts the student's previous school(s) to request their cumulative records. When the cumulative record arrives at the Charter School, the Principal/Principal Designee will review the records and inform the receiving teacher of any potentially dangerous student behaviors that are reflected therein.

When a student is suspended and/or recommended for expulsion from the Charter School, the student's teacher will be notified of the alleged behavior.

Any information received by a teacher shall be received in confidence for the limited purpose for which it was provided, and it shall not be further disseminated by the teacher.

Section 6: Anti-Discrimination, Harassment, Intimidation and Bullying Policy

Governing Law: EC §32282(a)(2)(E) – A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.

Governing Law: EC §32282(e) – As comprehensive school safety plans are reviewed and updated, the Legislature encourages all plans, to the extent that resources are available, to include policies and procedures aimed at the prevention of bullying.

It is the policy of the Charter School to prohibit harassment, of any form, including, without limitation, sexual, physical, verbal, written, electronic, mental, emotional and visual harassment; intimidation, bullying, and cyber bullying. Whether direct or indirect, such actions can substantially harm and interfere with a student's education, threaten the overall educational environment, and substantially disrupt the operation of the school. Possible forums for social media bullying include but are not limited to: websites with free registration and ease of registration; websites offering peer-to-peer instant messaging; websites offering comment forums or sections; and websites offering image or video posting platforms.

The Charter School prohibits all forms of discrimination, harassment, intimidation, and bullying, including when based on the actual or perceived characteristics set forth in Penal Code section 422.55 including immigration status, as well as those identified in Education Code section 220 including, without limitation disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. Students who violate this policy may face detention, loss of computer privileges, suspension, or expulsion in accordance with the school's student disciplinary policy. When appropriate, school administration may refer student conduct to local law enforcement officials for potential prosecution.

This policy applies to prohibited statements and actions by students directed at other students or school employees and shall apply to actions taken on or immediately adjacent to school property, at any school-sponsored event, while

using school-sponsored transportation, through the use of the school's internet system, and through the use of personal devices.

In situations in which electronic or cyber bullying originates from a non-school computer, but is brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be disruptive of the educational process so that it markedly interrupts or impedes the day-to-day operations of the school.

It is important to understand that jokes, stories, cartoons, nicknames, sending or posting inappropriate and/or hurtful e-mail messages, instant messages, text messages, digital pictures or images, or website postings, including blogs and comments that violate school, state, and federal law may be offensive to others and will not be tolerated.

Student Reporting Procedures

If you feel you have been a victim of discrimination, harassment, intimidation, or bullying, or if you witness such an incident, inform your teacher, counselor, or school administrator immediately. Keeping quiet or ignoring the problem will not make it go away. You may also report harassment by calling the toll-free We Want to Know Hotline® 1-800-990-8384. Victims of discrimination, harassment, intimidation, or bullying are encouraged to provide a written statement providing as much detail as possible to assist school leadership with their incident investigation.

Staff Reporting Procedures

All staff should report any incident of discrimination, harassment, intimidation, or bullying to the Assistant Principal, Principal, and Human Resources as soon as possible. If staff witness an act of discrimination, harassment, intimidation, or bullying, they will take immediate steps to intervene when safe to do so. Staff who witness such an incident must also submit a written description of the incident using the school's internal incident reporting form after reporting it to the school administration team. Staff submitting incident reports should include as much detail as possible to assist school administration with the incident investigation.

Investigation and Student Discipline

Each complaint of discrimination, harassment, intimidation, or bullying will be promptly investigated by school leadership in accordance with other school policies, including student disciplinary policies. The Assistant Principal will investigate the complaint by collecting and reviewing all written statements and related evidence; will consult with other members of school leadership to determine appropriate action, if needed; and will notify parents/guardians of the incident and meet to discuss interventions, supports or other disciplinary measures as appropriate. The school prohibits retaliatory behavior against any complainant or participant in the complaint process.

Complaints may also be filed under the school's Uniform Complaint Procedures (UCP) Policy. The UCP Policy contains further information regarding the timeline to investigate and resolve complaints, and the appeal process.

Staff Training

The school provides staff development training in bullying prevention education, which includes but is not limited to resources provided and recommended by the California Department of Education in accordance with Education Code section 32283.5. Staff will be trained no less than once each school year.

Section 7: Schoolwide Dress Code Policy

Governing Law: EC §32282(a)(2)(F) – The provisions of any schoolwide dress code, pursuant to Section 35183, that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define “gang-related apparel.” The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this subparagraph, “gang-related apparel” shall not be considered a protected form of speech pursuant to Section 48950 .

Dress Standard

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

The dress standards are not intended to take away individual styles, but to remove those clothing items that are taken to extremes or present distraction in the Charter School environment.

The Charter School considers the following items inappropriate for students to wear at school:

1. Any clothing or jewelry item that depicts alcohol, drugs, discriminatory language or images, profanity, racism, and/or sexually explicit language or images.
2. Sheer or revealing garments that are sexually inappropriate.
3. Any clothing that has a substantially disruptive influence on the learning environment.

The dress standard shall be enforced on the school campus and at any

school-sponsored activity.

The teachers and staff of the learning center will monitor student dress. In any and all cases concerning interpretation of the dress standards, school administration reserves the absolute right to determine what constitutes proper compliance. If a problem arises, the teacher or Principal/Principal Designee may take disciplinary action against the student depending on the circumstances (e.g., contact the student's family, request a parent/guardian-teacher conference to discuss the matter, etc.). Continued violations may result in further discipline.

Section 8: Procedures for Safe Ingress and Egress

Governing Law: EC §32282(a)(2)(G) – Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.

The Charter School will take reasonable measures to ensure safe ingress and egress to and from the school for pupils, parents, and school employees.

Arrival and Departure Procedures

The Charter School has developed a plan to ensure safe arrival and departure of students, staff, and visitors. The Charter School encourages input from our community and reviews this plan on an annual basis.

- Students who ride bicycles, skateboards, or similar wheeled equipment to school are encouraged to wear appropriate safety gear (e.g., helmets) and must do so if required by law.
- Students who walk to or from school should do so in groups or pairs whenever possible. Students who are approached by strangers or observe any concerning behavior must report it to an adult on campus immediately.
- Parents/guardians are responsible for ensuring their student uses safe and appropriate means to travel to and from school. The Charter School is not responsible for accidents that occur while students are traveling to/from school.

Physical Safety Measures for Safe Ingress and Egress

- There is one primary entrance to the resource center, which is monitored by a staff member. Resources centers which have annex classrooms will have a single entrance which is monitored by a staff member.
- For locations equipped with a “buzzer door”, the door remains locked at all times and can only be opened from the outside if a Charter School staff member permits entrance.
- If appropriate and requested in response to an increase in violence or threat of violence in and around school campuses, the Charter School has the ability to increase physical security measures by providing a security guard at the

resource center's entrance door.

- Students and Charter School staff must wear their school-issued ID prominently displayed on their person in order to enter the building.
- Visitors and vendors must follow registration procedures outlined below.
- During a lockdown, no one is allowed to enter the resource center until the Charter School is instructed otherwise by law enforcement. The Charter School will notify families when the situation has been resolved and will provide instructions on student pick-up.
- Any problems associated with safe ingress and egress should be reported to the Charter School immediately to ensure they are addressed.

Visitor Registration Procedure

All visitors must sign in with the security guard or designated personnel and show proof of identification before entering the resource center. Visitors shall also, upon request, furnish the Principal/Principal Designee with the following information: (Penal Code Section 627.3)

- His/her name, address and occupation;
- His/her age, if less than 21;
- His/her purpose for entering school grounds;
- Proof of identity; and
- Other information consistent with the provision of law.

Visitors may be subject to a verbal or digital health prescreening and temperature check upon entry to the Charter School when required by public health authorities. Upon signing in, visitors will be given a visitor's pass that must be worn at all times. Unless otherwise directed by the Principal/Principal Designee, a Charter School staff member shall accompany unauthorized visitors while they are on school grounds. Upon completion of their visit, the visitor must check-out with the security guard and surrender their visitor's pass. This practice helps ensure staff know who is on campus and that all individuals are accounted for in case of an emergency. Any adult found on school grounds who is not wearing a visitor pass or school-issued ID will be escorted to the security guard immediately.

Denial of Entry

- The Principal/Principal Designee may refuse to allow any visitor from entering the resource center if he/she/they reasonably concludes that the visitor's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance.
- The Principal/Principal Designee or school security officer may require a visitor to vacate the resource center if there is a reasonable basis for concluding that the visitor's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students or staff.
- The Principal/Principal Designee, may request that a visitor who has failed to sign-in, or whose registration privileges have been denied or revoked, promptly leave school grounds.

Section 9: Maintaining a Safe and Orderly Environment for Learning

Part 1: Maintaining a Safe and Orderly Environment for Learning

Governing Law: EC §32282(a)(2)(H) – A safe and orderly environment conducive to learning at the school.

The Charter School is committed to providing a safe, orderly, caring, and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and achievements. In addition to physical safety, the Charter School strives to provide students with a positive school climate in all school activities, both in and out of the classroom.

The Charter School maintains a safe and orderly environment conducive to learning at the school in many ways including, but not limited to, the following:

- The Charter School encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.
- Students have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school.
- Staff encourages and rewards student success and achievement, participation in community projects, and positive student conduct.
- The Charter School promotes nonviolent resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. Staff shall receive training which implements and supports conflict resolution.
- Students are provided with basic resources such as food, school spirit wear, and transportation assistance as possible to help ensure students can be fully present and engaged while attending school and school events.
- The Charter School administers the Comprehensive School Climate Inventory survey every other year to students, parents/guardians and staff to monitor school climate, including school safety and connectedness. A shorter survey is provided annually to continually monitor school climate. Results are thoroughly reviewed by the Charter School to implement improvements

where necessary.

- All instructors are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.
- Students have access to school facilities that are maintained in good condition and repair.
- The Charter School utilizes custodial services provided by an external vendor which are performed during non-school hours, on a routine basis.
- The Charter School resources centers are cleaned and disinfected as directed with EPA approved products by staff members as needed only during times when students are not present.
- No cleaning/disinfection agents will be left in the reach of students.
- The Charter School encourages parent/guardian engagement. School events are regularly utilized as a platform to enhance communication between the Charter School and parents/guardians. School events provide opportunities for parents and students to engage with our school community outside of regular appointment times and work hours. Additionally, these events are utilized as a platform of communication between stakeholders to discuss student course completion, academic strengths, areas of improvement, and available resources to support their student in progressing towards graduation. Some of the school events used to engage parents include back to school nights, open houses, family engagement nights, focus group meetings, awards and celebrations for academic accomplishments, and senior nights. Parents are asked to provide teachers with feedback on their student's needs, the extent to which the school has been able to meet those needs, and input for how the school can better serve the student.

The Charter School remains in compliance with existing laws related to school safety.

Section 9: Maintaining a Safe and Orderly Environment for Learning

Part 2: Security Surveillance Policy

Purpose of Policy

The Charter School's Governing Board has adopted the following policy regarding the use, retention and/or access to surveillance and monitoring systems in connection with campus security measures in furtherance of its commitment to providing a school environment that promotes the safety of students, staff and visitors to the Charter School's resource center(s). The Board further recognizes the importance of protecting school property, facilities, and equipment from vandalism and theft in connection with this purpose.

Policy

The Board authorizes the use of video and/or audio surveillance systems as well as environmental surveillance systems that monitor environmental changes (including but not limited to sound frequency, room occupancy, air quality and chemical detection) at the Charter School's resource center(s). Such systems are collectively referred to herein as the "Surveillance Systems". The purpose of the Surveillance Systems is to maintain the health, welfare and safety of all staff, students, and visitors to the resource center(s), and to safeguard the Charter School's facilities, equipment, and property. School Administration may develop additional procedures and processes in accordance with and in furtherance of this policy including but not limited to inclusion of such procedures in the Charter School's Comprehensive School Safety Plan and/or site-level safety plans as well as periodic review of such procedures to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

Location of Surveillance Equipment

Surveillance equipment may be placed in locations as deemed appropriate by the Charter School's safety planning committee. The safety planning committee will accept feedback from relevant stakeholders and staff in the process of identifying appropriate locations for the placement of surveillance equipment at the resource center(s). Surveillance equipment that captures video and/or audio recordings shall

not be placed in areas where students, staff, or visitors have a reasonable expectation of privacy.

Notification of Surveillance

The Charter School shall provide written notice to students and parents/legal guardians that the Charter School may utilize Surveillance Systems at the resource center(s) and that data captured through the Surveillance Systems including but not limited to images, video, audio recordings, and environmental data (collectively hereinafter referred to as "Surveillance Data") may be used as evidence that may subject students to appropriate disciplinary and/or legal action, including, but not limited to, disclosure to local law enforcement if permitted by law. Prior to the operation of any Surveillance Systems that capture video and/or audio recordings, the Charter School shall ensure that signs are posted at conspicuous and targeted locations around the resource center(s), including but not limited to entrances and exits. These signs shall state that the facility may use video and/or audio surveillance equipment for security purposes and that the equipment may be actively monitored at any time.

Retention of and Access to Surveillance Data

The Charter School shall comply with all applicable state and federal laws related to the maintenance and retention of Surveillance Data. Surveillance Data will be retained for at least thirty (30) days from the date it is captured. Notwithstanding, when the Charter School becomes aware of a Known Incident (defined below), the Principal, or his/her designee, will take steps to immediately preserve the Surveillance Data and isolate it from any routine deletion process. A "Known Incident" is one which staff knows involves injury to students, staff or members of the public or property, or which staff knows involves any violation of the law or the Charter School's policies, procedures, or rules of conduct.

When the Charter School receives a request for Surveillance Data under the Family Education Rights and Privacy Act ("FERPA"), civil or criminal subpoena, search warrant, a California Public Records Act request, a request of a current or former

employee pursuant to the Labor Code, Court Order or other form, immediate steps shall be taken to preserve the Surveillance Data until disclosure rights are determined. If the Charter School determines that it is legally permissible to provide the requesting party or entity with access to the Surveillance Data, the Charter School may do so by retaining the requested Surveillance Data in its files and providing access to the requesting person or entity.

To the extent that any Surveillance Data creates (1) a student record under FERPA or (2) a confidential employee personnel record under applicable labor laws, the Charter School shall ensure that Surveillance Data is accessed, retained and disclosed in accordance with law and Charter School policy.

To the extent allowed by applicable laws including but not limited to FERPA, the Charter School may grant access to Surveillance Data to appropriate parties, including law enforcement, in connection with an actual, impending or imminent emergency if knowledge of that information is necessary to protect the health or safety of the Charter School's students, staff or other individuals. When Surveillance Data is requested by law enforcement in connection with an open investigation and without a warrant or subpoena, the Charter School may provide access to the requested Surveillance Data to the extent permitted by law. The Charter School shall not grant access to Surveillance Data that the Charter School is required to keep confidential under law (such as FERPA or labor laws) without appropriate prior consent or unless an exception to the law applies.

Section 9: Maintaining a Safe and Orderly Environment for Learning
Part 3: Assessing and Responding to Reports of Dangerous, Violent, or Unlawful Activity

Governing Law: EC 32282(a)(2)(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 schoolbus serving the school.

The Charter School is committed to assessing and responding appropriately to reports of 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. This comprehensive school safety plan details the procedures for assessing and responding to reports of dangerous, violent, or unlawful activity throughout (see, e.g., Sections 3, 5, 10). All staff will receive appropriate training as discussed within this safety plan.

Section 9: Maintaining a Safe and Orderly Environment for Learning

Part 4: Immigration Enforcement Notification Procedures

The purpose of this procedure is to ensure the safety and well-being of pupils, staff, and community members by establishing clear steps for responding to the confirmed presence of immigration enforcement at or near school facilities. These procedures support the rights of students and families to access public education regardless of immigration status, and align with California laws, including Education Code § 234.7, Government Code §§ 7284–7284.12.

Definitions

- **Immigration Enforcement:** Any effort to investigate, enforce, or assist in the enforcement of federal civil or criminal immigration law, including actions conducted by ICE, CBP, DHS, or any local agency working on their behalf.

- **Confirmed Presence:** Verification by school administration or law enforcement that immigration enforcement personnel are physically present on campus or making direct contact with the school.

- **School site:** Any location under school jurisdiction, including campus buildings, parking lots, learning centers, or school-sponsored activities.

Procedures

1. Initial Awareness and Verification

1. Any staff member who becomes aware of possible immigration enforcement presence must immediately notify:
 - **Principal or Site Administrator/AP**, or
 - **Director of Schools / Executive Leadership** (if principal unavailable).

2. The administrator verifies presence by:
 - Requesting identification and purpose of visit.

- Determining whether a valid **judicial warrant** is presented.
3. Administrators shall **not** grant access to student records or allow contact with students without:
- Review of legal documentation, and
 - Consultation with school legal counsel, if feasible.

2. Immediate Safety Response

1. The administrator will:
- Calmly maintain normal operations to avoid student or staff distress.
 - Direct staff **not to make announcements, public statements, or social media posts.**
2. Staff will:
- Continue supervising students.
 - Redirect student and community inquiries to the principal.

3. Notification Requirements

Once presence is confirmed and campus safety is secured, the school will notify:

Audience	Method(s)	Timing
Teachers & School Personnel	Internal notification, email/staff Google Chat, if appropriate	As soon as practicable
Parents/Guardians of Students	ParentSquare / SchoolMessenger, email, text, or printed notice	As soon as practicable while considering student and community safety

Charter Network Leadership	Direct call, Text, and follow-up written report	Immediately
School Counselors & Student Support Staff	Internal Alert	Immediately

The **content and timing** of notification will consider:

- Student emotional safety
- Potential risk of panic or disruption
- Community stability and privacy protections

4. Notification Content

Parent/Staff notification **may include**:

- Confirmation that immigration enforcement was present at or near the school.
- Assurance that student privacy and confidentiality are protected under California law.
- A link to **family rights and safety resources**, such as:
 - California Department of Education: <https://www.cde.ca.gov/re/di/eo/>
 - Immigrant Legal Resource Center (ILRC): <https://www.ilrc.org>
- Contact information for school counseling and support services.

5. Roles & Responsibilities

Role	Responsibilities
Principal/Site Administrator and/or Director of Schools	Verification of presence; coordination of notification; communication with leadership and legal counsel.
Staff	Direct all questions to administration; maintain student supervision and normal operations.
Director of Schools/Superintendent or designee	Approve parent notifications and external statements.
Counselors & Support Staff	Provide emotional support and factual reassurance to students and families.

6. Staff Awareness

- Annual communication will be provided to all staff on:
 - Student and family privacy rights
 - How to respond calmly to community concerns
 - How to refer families to support resources

7. Recordkeeping & Review

- The school site administrator will complete an **Incident Report** summarizing:
 - Date, time, location, agency involved
 - Whether a warrant was presented
 - Notification provided and actions taken

- These procedures will be reviewed **annually** and updated based on:
 - Legal guidance or changes in education code
 - Board policy changes
 - Community/Stakeholder feedback

Section 10: Naloxone Program

Governing Law: EC 32282(a)(2)(N) – A protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose.

Naloxone in California Schools

The Charter School, in accordance with Education Code Section 49414.3 and the Charter Schools' Medication Policy, has elected to stock emergency naloxone hydrochloride or another opioid antagonist available for the purpose of providing emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

The Charter School's Assistant Principal of Instructional Operations (APIO) or Designee will act as the qualified supervisor of health (QSH) for purposes of this program. The QSH has applied and received a standing order for Naloxone from the California Department of Public Health and has also applied for partnership with the California Department of Health Care Naloxone Distribution Project (NDP) to acquire Narcan doses free-of-charge. Charter School's participation in the NDP is based on available funding. Nasal Naloxone has been available for over-the-counter purchase as of March 2023.

Annual Notification

The Charter School will provide annual notification to the school community of the Naloxone Program and will offer periodic communications to families regarding substance abuse prevention and related educational tools.

Program Volunteers

For so long as the Charter School elects to utilize Naloxone for emergencies, the Charter School will provide annual notification to all staff requesting volunteers to be trained to administer Naloxone.

Volunteers must:

- Be staff members of the Charter School
- Complete initial Naloxone Training and annual refresher trainings

- Complete or possess current certification in CPR/AED and maintain this training while a Naloxone volunteer.

**Options for Youth will only stock and administer nasal Naloxone.*

Volunteers will receive training free of charge, during normal working hours and will not be directly incentivized for receiving training, program participation or administering Naloxone in an emergency situation. Volunteers can revoke their offer to volunteer at any time and must renew their offer annually. The law protects volunteers who assist others in need during an emergency.

Distribution and Storage

Each school site should stock no less than two Narcan doses per location placed in the red Naloxone storage cabinet which will remain unlocked and will be mounted in a safe location, out of direct sunlight at a temperature between 59F to 77F. The Naloxone cabinet will be located near the automated external defibrillator (AED). The [Narcan Infographic](#) should be laminated and hung next to the Naloxone cabinet. School leadership should consider stocking an additional two doses of Narcan in an appropriate travel case to accompany trained staff who are chaperoning off-campus, school sponsored events. The Charter School will distribute acquired Narcan doses according to availability. All acquired doses must be properly logged on the [Naloxone Program Distribution Log](#).

Reporting

A [Naloxone Administration Record](#) form should be completed and returned to the QSH to report use of a Narcan dose. Used doses will be replaced as soon as possible.

Training Materials

Each qualified volunteer must complete initial training by viewing the slides, videos & written materials provided below.

1. Narcan Training Slides

2. [LACOE Opioid History & Overview](#) (6:43 - 42:52 only)
3. [Administering Naloxone Training Video](#)
4. [Narcan Administration Protocol](#) (print and save for reference) 5. [Appendix A - Naloxone Resource Guide](#) (print and save for reference) 6. [Narcan Infographic](#) (print and save for reference)

Upon completion of the above mentioned training, each volunteer must complete the Naloxone Program Training Quiz to demonstrate competency prior to administering Naloxone.

Signs that a Student may be Suffering from an Opioid Overdose Include:

- Falling asleep or losing consciousness
- Doesn't respond to stimuli like shouting, a pinch or sternum rub
- Slow, weak or no breathing
- Choking or gurgling sounds
- Limp body
- Cold and/or clammy skin
- Discolored skin (especially in lips and nails)
- Small, constricted "pinpoint pupils"

If the Above Signs are Met, Staff Should:

- Call 911 immediately
- Administer naloxone
- Regardless of whether naloxone is administered, monitor the student for continued breathing
 - If the student stops breathing on their own, clear student's airway, tilt their head back, lift their chin, pinch their nose, and give one breath every 5 seconds.
 - If the student resumes breathing, lay them on their side to prevent choking.
- Stay with the student until emergency assistance arrives.

*Additional educational resources can be found at [Responding to Opioid Overdose](#)
- [National Harm Reduction Coalition](#).

Section II: Student Smartphone Use Policy

Purpose:

Options for Youth-San Gabriel (“School”) recognizes that using smartphones may be beneficial to student learning and well-being but could also be disruptive to the School’s instructional program. The purpose of this policy is to limit or prohibit the use of smartphones by students while at a Options for Youth-San Gabriel Learning Center or under the supervision and control of an employee of the School in accordance with California Law– Education Code Section 48901.7. The development of this policy involved significant stakeholder participation to ensure that it is responsive to the unique needs of students, parents, and educators in our community. The Principal or designee will ensure that students and parents/guardians are informed of this policy annually. Additionally, this policy shall be reviewed and updated at least once every five (5) years.

Definitions:

- A. Smartphone – for the purposes of this policy, a smartphone is defined as a mobile device that combines cellular and mobile computing functions, including internet access, app usage, and communication capabilities, such as voice calls, text messaging, and email.
- B. Instructional Time – is when the school is responsible for a student, and the student is expected to be actively engaged in a learning activity. Instructional time includes regular classroom lessons, required activities outside the classroom, and extra help like counseling, tutoring, or private meetings with teachers during or after school hours.
- C. Non-Instructional Time – is when a student is not expected to be actively engaged in a learning activity. Non-instructional time includes periods before entering or after exiting the Learning Center, as well as the dedicated lunch break.

Use of Smartphones During Instructional Time:

During instructional time, students must (a) keep smartphones powered off or placed in “Airplane” mode and (b) store smartphones in the designated storage location. The School administrator will designate one (1) storage location to be used

by all students at each Options for Youth–San Gabriel Learning Center, which may include phone pouches such as Yondr, Inc. pouches, a classroom phone holder, a locked storage unit, or backpacks.

Use of Smartphones During Non-Instructional Time:

School staff members may restrict student use of smartphones during non-instructional time at their discretion to support learning or prevent disruptions to the school environment. Students must comply with any request by a staff member to cease the use of a smartphone, even during non-instructional time.

Exceptions to Smartphone Use Restrictions

Notwithstanding the above, a student shall not be prohibited from possessing or using a smartphone under any of the following circumstances in accordance with California Law – Education Code Section 48901.7(b):

- A. In the case of an emergency or in response to a perceived threat of danger. Students will be directed by staff on how to use smartphones during safety drills so that students may practice gaining access to a smartphone during an emergency situation.
- B. When a staff member grants permission to a student to possess or use the smartphone, subject to any reasonable limitation imposed by that staff member.
- C. When a licensed physician and/or surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the student, however, the use of the smartphone must be strictly limited to what is necessary for the student's health and well-being, as specified by the medical provider.
- D. When the possession or use of a smartphone is required in the student's Individualized Education Program (IEP).

Policy Violations

A student who violates this policy or otherwise engages in the unauthorized use of smartphones may be restricted from possessing a smartphone at the school site(s) and/or at any school activities. Additionally, the student may be subject to disciplinary action in accordance with applicable law and the Options for Youth–San

Gabriel Discipline Policy.

Unauthorized Use includes use of smartphones: (a) during instructional time or school activities without the permission of a teacher or administrator, (b) after school personnel has requested the student to cease using the smartphone, even during non-instructional time, (c) in any manner which is unlawful, inappropriate, harassing, or for purposes of cheating academically, or (d) in any manner which infringes on the privacy rights of any individual, poses a threat or danger to the safety of students, school personnel, or school property, or substantially disrupts school activities.

If a staff member witnesses a student engaging in the Unauthorized Use of a smartphone, the staff member shall have the discretion to exercise any of the following options:

- A. Direct the student to immediately turn off the smartphone and store it in its designated storage location.
- B. Confiscate the smartphone until the end of the instructional time, school day, or school activity.
- C. Confiscate the smartphone and turn it over to the School administrator (or designee). The School administrator or designee will determine when and how the smartphone will be returned, including, for example, requiring a parent/guardian/caregiver to pick it up from the school site.
- D. Recommend and/or initiate disciplinary action in accordance with the Options for Youth-San Gabriel Discipline Policy.

Staff Responsibility for Confiscated Smartphones:

School staff members will store confiscated smartphones in the designated, secured location. The School administrator will designate one (1) storage location to be used by all staff members at each Options for Youth-San Gabriel Learning Center, which may include a locked room, storage area, or a locked drawer/cabinet.

While staff members will take reasonable measures to ensure the security of confiscated devices, Options for Youth-San Gabriel is not responsible for any loss, theft, or damage that may occur while the device is confiscated or otherwise

handled by a staff member pursuant to the policy.

Smartphone Data Privacy:

This policy does not authorize monitoring, collecting, or otherwise accessing any information related to a student’s online activities in violation of California Law – Education Code Section 48901.7(c) or other applicable law.

Staff Training:

School staff members will receive comprehensive training on the newly established smartphone policy. This training will ensure that staff members are fully informed of the policy guidelines, enforcement procedures, and the rationale for its implementation.

Training sessions will be conducted at the beginning of each academic year and as needed throughout the school year. By equipping staff with the necessary knowledge and tools, Options for Youth-San Gabriel aims to create a supportive school environment that prioritizes academic success and student well-being.

Section 12: Search and Seizure Policy

Options for Youth–San Gabriel (School) strives to ensure the safety of its students. In order to do this, School officials may need to question and/or search a student and their belongings in accordance with this policy. The purpose of this policy is to outline administrative procedures for a school official conducting searches of a student's person, backpack, bag, and/or other belongings for weapons, stolen property, drugs, alcohol, or other contraband, and the confiscation of such items, on School property or at School activities.

A “school official” for purposes of this policy refers to a school administrator.

Students should not have an expectation of privacy on school property, including, but not limited to lockers, desks, cubbies, and other areas. School may access school property at any time. Nonetheless, School recognizes that unreasonable searches of students and their belongings are a violation of privacy. No student shall be searched without reasonable suspicion, in an unreasonable manner, or in violation of applicable law.

The well-established legal standard applicable to a school official's search of a student or the student's property is a “reasonableness” standard. This standard has two requirements:

1. “Justified in Inception”: There must be reasonable suspicion that the student has violated or is violating the law or a school rule and that the search will reveal evidence of the student's violation. Reasonable suspicion requires specific and articulable facts (e.g., “The student smelled like marijuana”) together with rational inferences based on those facts. A search of a student is unlawful if it is predicated on mere curiosity, rumor, or hunch.
2. “Reasonable in Scope”: The search must be related to the violation and not excessively intrusive, given the student's age and gender and the nature of the violation. If an item is found that leads to reasonable suspicion that additional

violation(s) have occurred and/or are present, the search may then be extended in accordance with this policy and applicable law. If the initial search produces no evidence of any violation, there should be no extension of the search.

STUDENT SEARCH PROCEDURES

1. Whenever practicable, the School official shall conduct the search in the presence of another School official.
2. No search will be conducted absent the existence of reasonable suspicion at the inception of the search.
3. Whenever practicable, searches of students shall be conducted outside the presence of other students.
4. Whenever practicable, searches of students shall be conducted by a person of the same gender as the student. If the School is aware or the student states a preferred gender different from their assigned gender, a School official who identifies with the student's stated gender will conduct the search. Non-binary students will be searched by a School official of any gender or otherwise in accordance with the student's preference, whenever practicable.
5. Whenever practicable and appropriate, the student shall be present if their belongings are being searched. Caution should be exercised in the search of a student's belongings to minimize any impact on the student's belongings.
6. Searches that involve removing or arranging any or all of the clothing of a student to permit a visual inspection of the underclothing, breast, buttocks, or genitalia of the student are strictly prohibited. Cavity searches are also prohibited.
7. If a School official finds illegal, unauthorized, or contraband materials after a search, such materials should be turned over to the proper legal authorities if practicable and as appropriate under the circumstances.
8. The School official shall be responsible for the prompt recording in writing of each student search, including the reasons for the search; objective, factual information received that established the need for the search; the name of the informant, if any; the person(s) present when the search was conducted; any substances or objects found and the disposition made of them; any subsequent action taken or support needed. The "Student Related Incident Report" and "Student Statement of Incident" forms must be utilized, and any witness declarations should be taken, if necessary. If appropriate under the

circumstances, the school official shall photograph any substances or objects found during the search that violate the law or a School rule so the photograph(s) may be used during the discipline process.

USE OF WEAPONS DETECTION SYSTEMS

School finds that the presence of weapons on School property or at School activities threatens School's ability to provide the safe and orderly learning environment to which School's students and staff are entitled. School also finds that stationary weapons detection systems offer a reasonable means to keep weapons out of School property, maintain safety, and mitigate the fears of students and staff. School officials may use stationary weapons detection systems and technology such as metal detectors, AI-based security and detection systems, or other scanning methods as reasonably necessary to keep weapons out of School property. In consideration of laws addressing protections against unreasonable searches and seizures, School officials shall ensure that weapons detection systems are used in a neutral, circumspect, uniform, consistent and non-discriminatory manner. School officials shall ensure that signs are posted at all resource centers at which weapons detection systems are to be used to explain that anyone may be scanned for guns, knives, or other illegal weapons when on School property or at School activities. Any search of a student following activation of the weapons detection system shall follow the Student Search Procedures described above and be limited to the detection of the cause of the activation.

STUDENT DISCIPLINE

The School's discipline policy shall be followed to address and evaluate any misconduct and determine if suspension or expulsion is warranted. The School administrator may establish a behavior action plan to document the actions taken by the School following the incident.

ADDITIONAL PROCEDURES

- School officials can briefly stop a student and question them. Mere questioning does not constitute a search. However, questioning should never be done in an arbitrary, capricious, discriminatory, or harassing manner or in

a way that otherwise violates school policies.

- Police officers must have “probable cause” to search a student. For School officials, the standard is “reasonable suspicion,” as delineated above, which is a lower standard than probable cause.
- School officials do not need a warrant or consent before searching a student who is under their authority.

SEARCHES OF PERSONAL ELECTRONIC DEVICES

School shall follow all applicable laws regarding searches of students’ personal electronic devices. A student’s personal cell phone or other personal electronic device shall not be searched by a School official unless the student provides specific consent to the search and there is reasonable suspicion at the inception of the search that the student has violated or is violating the law or a School rule and that the search will reveal evidence of the student’s violation. Searches of electronic devices must be narrow in scope and limited to the types of information and areas within the electronic device that may reasonably contain evidence of the student’s violation of law or School rules.

If a School official has a good faith belief that there is an emergency involving danger of death or serious physical injury to any person that requires access to a student’s electronic device, and the student refuses to provide specific consent to the search, the School official may request the assistance of law enforcement officials to conduct a search of the electronic device in accordance with applicable law.

Nothing in this policy prohibits School from confiscating a student’s personal electronic device without searching its contents if the student’s use or possession of the electronic device is in violation of School’s policies.

Section 13: Youth Suicide Prevention Policy

Purpose

The purpose of this policy is to protect the health and well-being of all Options for Youth-San Gabriel (School) students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. This policy aims to safeguard students against suicide attempts, deaths, and other trauma associated with suicide, including ensuring adequate support for families affected by students who have experienced loss associated with suicide. This policy was developed in consultation with school and community stakeholders, county mental health plans, school-employed mental health professionals, and suicide experts. The Charter School's governing board will review and update this policy periodically as needed, but no less than every five years.

Definitions

1. At-risk for suicide: A student who is considered "at-risk for suicide" has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide, including potential means of death, and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures.
2. High-risk for suicide: Students who are considered to be in the "high-risk for suicide" group include but are not limited to youth bereaved by suicide; youth with disabilities, mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings, such as foster care; or lesbian, gay, bisexual, transgender, or questioning youth (LGBTQ+).
3. Mental health: A state of mental and emotional well-being that can impact wellness choices and actions. Mental health problems include mental and substance use disorders.
4. Postvention: Suicide postvention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed

to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.

5. Risk assessment: An evaluation of a student who may be at risk for suicide conducted by a mental health professional who has been specifically trained in crisis preparedness. This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, level of hopelessness and helplessness, mental status, and other relevant risk factors.
6. Risk factors for suicide: Characteristics or conditions that increase the chance that a person may try to take their life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and/or social factors in the individual, family, and environment.
7. Self-harm: Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. It can be categorized as either non-suicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.
8. Suicide: Death caused by self-directed injurious behavior with any intent to die as a result of the behavior. The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.
9. Suicide attempt: A self-injurious behavior for which there is evidence that the person had at least some intent to kill themselves. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings, such as the wish to die and the desire to live, is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less severe or less dangerous suicide attempt.
10. Suicidal behavior: Suicide attempts, intentional injury to self associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.

11. Suicide contagion: The process by which suicidal behavior or suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.
12. Suicidal ideation: Thinking about, considering, or planning for self-injurious behavior that may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

Scope

This policy covers actions within the school, on school property, at school-sponsored functions and activities, and at school-sponsored out-of-school events where school staff are present. School employees must act only within the authorization and scope of their credential or license. This policy should not be construed as authorizing or encouraging an employee to diagnose or treat mental illness unless the employee is specifically licensed or employed in that capacity.

While it is expected that school professionals are able to identify suicide risk factors and warning signs, screen and assess to identify suicide risk and provide ongoing support to students identified as at-risk, the care or treatment for suicidal ideation is typically beyond the scope of services offered in the school setting.

Risk Factors and Protective Factors

Risk Factors

Risk factors for suicide are characteristics or conditions that increase the chance that a person may try to take their life. Suicide risk tends to be highest when someone has several risk factors at the same time.

The most frequently cited risk factors for suicide are:

- Major depression (feeling down in a way that impacts your daily life) or

bipolar disorder (severe mood swings)

- Problems with alcohol or drugs
- Unusual thoughts and behavior or confusion about reality
- Personality traits that create a pattern of intense, unstable relationships or trouble with the law
- Impulsivity and aggression, especially along with a mental disorder
- Previous suicide attempt or family history of a suicide attempt or mental disorder
- Serious medical condition and/or pain

It is essential to bear in mind that the large majority of people with mental disorders or othersuicide risk factors do not engage in suicidal behavior.

High Risk Student Population

The following student populations are considered to be high-risk for suicidal behavior:

1. Youth living with mental and/or substance use disorders: While the large majority of people with mental disorders do not engage in suicidal behavior, “40.4 percent of youth suicide decedents between 2010–2021 had a documented mental health condition” (Chaudhary et al. 2024). Mental disorders, in particular depression or bipolar (manic-depressive) disorder, alcohol or substance abuse, schizophrenia and other psychotic disorders, borderline personality disorder, conduct disorders, and anxiety disorders, are important risk factors for suicidal behavior among young people. The majority of people suffering from these mental disorders are not engaged in treatment, which may render recognition of suicidal risk more difficult.
2. Youth who engage in self-harm or have attempted suicide: Suicide risk among those who engage in self-harm is significantly higher than the general population. Additionally, a previous suicide attempt is a known predictor of suicide death.
3. Youth in out-of-home settings: Youth involved in the juvenile justice or child welfare systems have a high prevalence of many risk factors for suicide. Between 2000 and 2014, suicide rates were consistently 2 to 3 times higher

for youth in juvenile correctional facilities than for those in the general youth population (Ruch et al., 2019).

4. Youth experiencing unstable housing due to homelessness, foster care, family migrant worker status, or active-duty military family status (HMMFY): For youth experiencing homelessness, rates of suicide attempts are higher than those of the youth population in general. In 2023, the Centers for Disease Control and Prevention (McKinnon) reported that “adjusting for other demographic variables, students who experienced unstable housing were nearly twice as likely to have seriously considered suicide or made a suicide plan during the past year, and more than three times as likely to have attempted suicide during the past year.”
5. LGBTQ+ youth: In 2024, The Youth Risk Behavior Survey Data Summary & Trends Report: 2013–2023 (Centers for Disease Control and Prevention) reported that 20 percent of LGBTQ+ youth attempted suicide during the past year as compared to 6 percent of cisgender and heterosexual youth. Suicidal behavior among LGBTQ+ youth can be related to experiences of discrimination, family rejection, harassment, bullying, violence, and victimization
6. Youth bereaved by suicide: Youth who have experienced suicide loss through the death of a friend or loved one are at increased risk for suicide themselves.
7. Youth living with medical conditions and disabilities: Many medical conditions are associated with an elevated risk for suicidal behavior. Some of these conditions include chronic pain, loss of mobility, disfigurement, cognitive styles that make problem-solving a challenge, and other chronic limitations.

Protective Factors

Protective factors for suicide are characteristics or conditions that may help to decrease a person’s suicide risk. While these factors do not eliminate the possibility of suicide, especially in someone with risk factors, they may help to reduce that risk. Protective factors for suicide have not been studied as thoroughly as risk factors, so less is known about them.

Protective factors for suicide include:

- Receiving effective mental health care
- Positive connections to family, peers, community, and social institutions such as marriage and religion that foster resilience
- The skills and ability to solve problems

Protective factors do not entirely remove risk, especially when there is a personal or family history of depression or other mental disorders.

Prevention

Crisis Response Team

To ensure the policies regarding suicide prevention are appropriately adopted, implemented, and updated, the School created a Crisis Response Team consisting of administrators, mental health professionals, and relevant staff. The Crisis Response Team will be responsible for planning and coordinating the implementation of this policy. The Crisis Response Team will be the point of contact for issues relating to suicide prevention and policy implementation. All staff members shall report students they believe to be at elevated risk for suicide to the Crisis Response Team.

When a student self-reports degrees of elevated risk, staff shall convene the Crisis Response Team.

The Crisis Response Team members are listed below:

1. School Principal
2. School Assistant Principal
3. School Mental Health Professional
4. School Nurse
5. School Counselor
6. Student Teacher of Record and Special Education Teacher (when applicable)

Staff Professional Development

All staff will receive annual training on suicide awareness and prevention, including information on the risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources.

Training will include additional information regarding groups of students who are considered to be at “high-risk” for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings (e.g., juvenile justice facilities), those experiencing HMMFY, LGBTQ+ students, students bereaved by suicide, and those with medical conditions or certain types of disabilities. The training materials will also include information on how to identify appropriate mental health services, both at the school site and within the community at large, and when and how to refer youth and their families to those services. Training materials may also include programs that can be completed through self-reviewing suitable suicide prevention materials.

Publication and Distribution

This policy will be distributed annually in the Comprehensive School Safety Plan (CSSP) and posted on the School website. Students, parents, and guardians may access the policy at any time.

Intervention, Assessment, and Referral

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation or when they have knowledge or concerns about another student’s emotional distress, suicidal ideation, or attempt.

When a staff person identifies a student as potentially suicidal, e.g., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or the student self-refers:

1. The staff person will continuously supervise the student while contacting

the site administrator and a school mental health professional.

2. The school mental health professional will conduct a risk assessment.
3. The Crisis Response Team will contact the student's parent or guardian following the Parental Notification and Involvement procedures described herein. Based on the risk assessment, the family will be provided with an urgent referral for appropriate school and/or community resources. The referral process may include calling emergency services or bringing the student to the local Emergency Department when appropriate.
4. The Crisis Response Team will ask the student's parent or guardian for written permission to discuss the student's health with the student's outside-of-school healthcare providers, if appropriate.
5. The student's parent/guardian, principal, staff, school psychologist, and other providers, if needed, will participate in a return-to-school meeting. The purpose of the meeting will be to understand the appropriate referrals and interventions the student may need upon their return to school.

Imminent Danger

The school will limit the involvement and notification of law enforcement officials to situations in which a student's life is in imminent danger, and a mental health professional cannot address their needs. If the student is in imminent danger (e.g., has access to a gun, is on a rooftop, or is in other unsafe conditions), the Crisis Response Team or designated staff member shall call 911. The call shall not be made

in the presence of the student, and the student shall not be left unsupervised. Staff shall not physically restrain or block an exit.

Action Plan for In-School Suicide Attempts

In the case of an in-school suicide attempt, the health and safety of the student and those around them are critical. The following steps should be implemented:

1. Remain calm and remember that the student is overwhelmed, confused, and emotionally distressed.
2. Provide comfort to the student.

3. Listen and let the student express their feelings or thoughts.
4. Supervise the student constantly to ensure their safety until professional medical treatment and/or transportation can be received. Do not send the student away or leave them alone, even if they need to go to the restroom.
5. Move all other students out of the immediate area as soon as possible.
6. Immediately notify the Crisis Response Team and school leadership.
7. If deemed necessary, call 911 and give the emergency dispatcher as much information as possible about any suicide note, medications taken, access to weapons, etc.
8. If needed, provide medical first aid until a medical professional is available.
9. The principal or designee will contact the student's parent or guardian as soon as possible following the Parental Involvement and Notification procedures described herein.
10. Review options and resources of people who can help.
11. Be comfortable with moments of silence as you and the student will need time to process the situation.
12. Be respectful. Promise privacy and help, but do not promise confidentiality.
13. The Crisis Response Team will assess whether additional steps should be taken to ensure student safety and well-being.
14. If appropriate, staff will immediately request a mental health assessment for the youth.
15. The student should only be released to parents or to a person who is qualified and trained to provide help.
16. Follow the Return to School Procedures described herein.

Action Plan for Out-of-School Suicide Attempts

If a staff member becomes aware of a suicide attempt by a student outside of school property, the student's privacy must be maintained. The following steps should be implemented:

1. Call the police and/or emergency medical services, such as 911.
 - a. If the student contacts a staff member and expresses suicidal ideation, the staff member should maintain contact with the student

(either in person, online, or on the phone). The staff member should then enlist the assistance of another person to contact the police and/or emergency medical services while maintaining verbal engagement with the student.

2. Contact the student's parent or guardian and offer support to the family.
3. Inform the Crisis Response Team.
4. Provide care and determine appropriate support to affected students.
5. Refer the student to a mental health professional to conduct a risk assessment.
6. Offer the student and the parent/guardian steps for the return to school plan
7. Follow the Return to School Procedures described herein.

Return to School Procedures

A student who has threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Therefore, an appropriate return to school process is an important component of suicide prevention. For students returning to school after a mental health crisis, the Crisis Response Team, school psychologist, and/or mental health professional will meet with the student's parent or guardian and, if appropriate, meet with the student to discuss a return to school plan.

The steps may include, but are not limited to:

1. The school mental health professional or other designee will be identified to coordinate with the student, their parent or guardian, and any outside-of-school mental health care providers to monitor the student's actions and mood.
2. The parent or guardian will provide documentation from a mental health care provider that the student has undergone examination and that he/she/they are no longer a danger to themselves or others. The school may also obtain a written release of information signed by the parent/guardian to allow the school to communicate with providers.
3. The school mental health professional or other designee will periodically check in with the student to help the student readjust to the school

community and address any ongoing concerns.

4. The school mental health professional or other designee will confer with the student and parents/guardians about any specific requests on how to handle the situation.
5. The school mental health professional or other designee will meet with the student's teacher(s) to review recommended support and signs to look for in order to better support the student.
6. School leadership and teacher(s) will allow accommodations for the student to make up work if appropriate.
7. The school mental health professional or other designee will work with parents/guardians to involve the student in an aftercare plan and school safety plan if needed.

Parental Notification and Involvement

In situations where a student is considered at-risk for suicide or has made a suicide attempt, the student's parent or guardian will be informed as soon as practicable by the principal, designee, or school-provided mental health professional. If appropriate, staff may also seek parental permission to communicate with outside-of-school mental health care providers regarding the student.

Through discussion with the student, the principal, designee, or school-provided mental health professional will assess whether there is further risk of harm due to parent or guardian notification. If the principal, designee, or school-provided mental health professional believes, in their professional capacity, that contacting the parent or guardian would endanger the health or well-being of the student, they may delay such contact as appropriate and instead, contact and consult with Child Protective Services (CPS). If parental contact is delayed, the reasons for the delay should be documented.

School staff are required to verify with the parent/guardian that follow-up treatment has been accessed. Parents/guardians will be required to provide documentation of care to the school. If parents/guardians refuse or neglect to

access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, an appropriate school staff member will meet with the parents/guardians to identify barriers to treatment (e.g., cultural stigma, financial issues), work to rectify the situation, and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth.

Postvention

It is important to respond to a suicide death appropriately. A death by suicide in the school community can have serious negative consequences on students and staff. Therefore, the School will ensure that it implements an action plan when responding to a suicide death.

Development and Implementation of an Action Plan

The Crisis Response Team will develop an action plan to guide the School's response following a death by suicide. A meeting of appropriate school staff to implement the action plan should take place immediately following news of the suicide death. The action plan may include the following steps:

1. **Verify the death:** Staff will confirm the death and determine the cause of death through communication with the student's parent or guardian or police department. Even when a case is perceived as being an obvious instance of suicide, it should not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide, but the parent or guardian will not permit the cause of death to be disclosed, the school will not share the cause of death.
2. **Assess the situation:** The Crisis Response Team and a mental health professional will meet to prepare the postvention response, consider how severely the death is likely to affect other students, and determine which students are most likely to be affected. The Crisis Response Team and appropriate school staff will also consider how recently other traumatic events have occurred within the school community and the time of year of

the suicide. If the death occurred during a school vacation, the need for, or scale of, postvention activities may be reduced if appropriate.

3. Communication following death:
 - a. Before the death is officially classified as a suicide by the coroner's office, the death may be reported to staff, students, and parents/guardians with an acknowledgment that its cause is unknown. Inform the faculty that a sudden death has occurred, preferably in a staff meeting. Write a statement for staff members to share with students when appropriate. The statement should acknowledge the death but not include specific details, such as the cause of the death (i.e., suicide); include known funeral arrangements; recognize the sorrow that the news has and will cause; and include information about the resources available to help students cope with their grief. Staff should avoid making public announcements or holding school-wide assemblies discussing the student's death.
 - b. After the death is officially classified as suicide by the coroner's office, the school administrator and school mental health professional may consider preparing a letter (with input and permission from the student's parent or guardian) to send home with students. The letter may include facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
4. Avoid suicide contagion: The school administrator and school mental health professional should explain in the staff meeting described above that one purpose of trying to identify and give services to other at-risk or high-risk students is to prevent another death. The school administrator and school mental health professional will work with teachers to identify students who are most likely to be significantly affected by the death. In the staff meeting, the school administrator and school mental health professional will review suicide warning signs and procedures for reporting students who present concerns.

5. Initiate support services: Students identified as being more likely to be affected by the death will be assessed by a school mental health professional to determine the level of support needed. The school administrator and school mental health professional will coordinate support services for students and staff in need of individual and small-group counseling as needed.
6. Memorial plans: The school should not create on-campus physical memorials (e.g., photos, flowers), funeral services, or fly the flag at half-mast because it may sensationalize the death and encourage suicide contagion. School should not be canceled for the funeral. The school should suggest to the parent/guardian that the funeral be held outside of school hours, if possible, and encourage parents/guardians of students to attend funeral/memorial with their children. The school should offer a safe space at the learning center for students to utilize if needed before/after funeral or memorial service.

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Additional Resources

For more resources for students, families, educators, and school leaders, visit the California Department of Education webpage on Youth Suicide Prevention:
<https://www.cde.ca.gov/ls/mh/suicideprevres.asp>

Section 14: Cardiac Emergency Response Plan

Governing Law: EC §32282(a)(2)(M) – When a comprehensive school safety plan is next reviewed and updated on or after July 1, 2025, procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life threatening medical emergency while on school grounds.

Purpose

According to the Sudden Cardiac Arrest Foundation, in the United States, it is estimated that annually 356,000 adults experience out-of-hospital cardiac arrest as well as 23,000 pediatric cardiac arrests. Although approximately 90% of those people will not survive the event, the likelihood of survival increases with prompt intervention. According to the American Heart Association (AHA), early intervention that includes CPR and restoration of normal heart rhythm with the use of an AED increases the chance of survival.

The school has established the following Cardiac Emergency Response Plan (CERP) in an effort to maintain a safe learning and working environment. This plan describes the school's response to a sudden cardiac arrest (SCA). This plan outlines the Cardiac Emergency Response Team (CERT), AED maintenance and locations, CERP protocol and related staff training/certification.

Cardiac Emergency Response Team (CERT)

All school staff who have current CPR/AED training from a nationally recognized organization will be identified and trained as the School's Cardiac Emergency Response Team (CERT). This team is composed of school leadership, teaching and support staff who work directly with students either on campus or at school sponsored events such as sports or field trips. All certifications should be submitted to the HR helpdesk for digital recording. Additionally, a list of all team members and a copy of current certifications will be maintained in the School's emergency binder located at the front desk.

The School has designated the Cardiac Emergency Response Team Coordinator to oversee CPR-AED program activities, such as verifying and tracking equipment

readiness and maintenance, training, education, and plan evaluation.

AED Placement, Installation and Maintenance

AEDs shall be accessible for responding to a cardiac emergency during day and night activities (e.g., sports activities, after-school activities, etc.) in accordance with this CERP.

The School has installed at least one AED located inside a clear mounted cabinet which is to remain located at the breakroom. At least one AED is to be located in close proximity to naloxone and epinephrine autoinjectors. Each AED shall have one set of AED pads with the device. A resuscitation kit shall be connected to the AED carry case.

Each stationary AED case is clearly marked with a projecting universal AED sign installed above the cabinet to be easily identified. Travel AEDs are clearly marked in a backpack or hard case.

Each school AED is regularly checked and maintained in accordance with the AED's specific operating manual.

Communication of the CERP Protocol

The CERP protocol should be visibly posted in places such as (but not limited to):

- In each classroom
- Adjacent to each AED
- Attached to all portable AED

The CERP protocol will be distributed to all staff and administrators at the start of each school year, with updates distributed as they are made. New staff members will receive the CERP protocol in their orientation materials.

Training in Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) Use

School staff including athletic coaches are trained in cardiopulmonary resuscitation (CPR) and in the use of an AED. Training will be renewed at least every two years.

Training may be acquired via traditional classroom, on-line, or blended instruction but must include cognitive learning, hands-on practice, and testing.

All staff and appropriate volunteers, regardless of if they are a CERT member, will receive annual training on SCA and understand how to recognize a cardiac arrest, how to initiate the response team, and know where the AEDs are located.

Local Emergency Medical Services (EMS) Integration with the School Plan

The School will provide a copy of this CERP to local emergency response and dispatch agencies (e.g., the 9-1-1 response system), which may include local police, fire departments, and local EMS.

The development and implementation of the CERP shall be shared with the local EMS Agency, organization safety officials, on-site first responders, administrators, organizational leadership, athletic trainers, school nurses, and other members of the school or community medical team.

Conduct Practice Drills

Cardiac Emergency Response Drills are an essential component of this plan. The school site will conduct no less than one CERP drill each year with the participation of staff, safety officials, and other targeted responders as possible. A successful Cardiac Emergency Response Drill is defined as full and successful completion of the Drill in 5 minutes or less.

Activation of CERT During an Identified Cardiac Emergency

The school will activate the CERT immediately when a cardiac emergency is suspected. The Protocol for responding to a cardiac emergency is posted and readily accessible to anyone on campus.

Post-Event Documentation

The school will report and document any incident related to school safety using the digital incident reporting system. Any incident requiring the activation of the CERP Protocol must also be documented using the SCA post-event documentation form.

Post-event documentation and action shall include the following:

1. Date, time, and location of the cardiac emergency and the steps taken to respond to the cardiac emergency.
2. Identification of the person(s) who responded to the emergency.
3. The outcome of the cardiac emergency. This shall include, but not be limited to, a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
4. An evaluation of whether the CERP and CERP Protocol was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements to the CERP and CERP Protocol and in its implementation if the plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the school's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.
5. If the AED is taken with the patient or is removed from its cabinet, please place a sign identifying where the next closest one is located until an AED is put back in the cabinet.

After an actual emergency event occurs, the school may need assistance in downloading and storing information from the AED to aid in the patient's continued medical care.

Annual Review and Evaluation of the Plan

The School will conduct an internal review of the CERP by way of annual review of the School's Comprehensive School Safety Plan.

The annual review should focus on ways to improve the response process, including the collection of post-event data following an event. The CERT will review existing documentation for any identified cardiac emergency that occurred at the location or at any sanctioned function.

Annual review and evaluation of the plan should include the following:

1. A contact list of individuals to be notified in case of a cardiac emergency.
2. Determine the procedures for the release of information regarding cardiac emergencies.
3. An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including crisis counselors and/or other local resources.
4. A review of the documentation for all Cardiac Emergency Response Drills performed during the year. Consider pre-established Drill report forms to be completed by all responders.
5. A determination, at least annually, as to whether additions, changes or modifications to the Plan are needed. Reasons for a change in the Plan may result from a change in established guidelines, an internal review following an actual cardiac emergency, or from changes in facilities, equipment, processes, technology, administration, or personnel

Cardiac Emergency Response Plan (CERP) Protocol

Sudden cardiac arrest events can vary greatly. All staff and Cardiac Emergency Response Team (CERT) members must be prepared to perform the duties outlined below. Immediate action is crucial to successfully respond to a cardiac emergency. Consideration should be given to obtaining on-site ambulance coverage for high-risk athletic events. One should also identify the closest appropriate medical facility that is equipped with advanced cardiac care.

Follow these steps in responding to a suspected cardiac emergency:

1. **Recognize the following signs of sudden cardiac arrest** and act quickly in the event of one or more of the following:
 - a. The person is not moving, unresponsive, or unconscious.
 - b. The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).
 - c. The person may appear to be having a seizure or is experiencing convulsion-like activity. Cardiac arrest victims commonly appear to be having convulsions. If the person is having a seizure without a sudden cardiac arrest an AED will not deliver a shock.
 - d. If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.
2. Facilitate immediate access to professional medical help:
 - a. Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the facility address, cross streets, and patient's condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side and put on speaker, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit and escort emergency responders to the victim.
 - b. Immediately contact the members of the Cardiac Emergency Response Team (CERT) using your facility's designated communication system (i.e. walkie talkies, overhead page).
 - c. If you are a CERT member, proceed immediately to the scene of

the cardiac emergency.

3. Start CPR as soon as possible. The first person who can start CPR should begin immediately and, if additional bystanders are available, other tasks can be delegated.
 - a. Begin continuous chest compressions and have someone retrieve the AED if not at the scene. Refer to the Act Now. Save a Life. (Simplified Adult Basic Life Support) graphic below.
 - b. Press hard and fast in the center of the chest, at 100-120 compressions per minute. (Faster than once per second, but slower than twice per second.) Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth of at least 2 inches (or 1/3rd the depth of the chest for children under 8 years old). Follow the 9-1-1 telecommunicator's instructions, if provided.
 - c. If you are able and comfortable giving rescue breaths, please use a barrier and provide 2 rescue breaths after 30 compressions.
4. AED Access. The person who can retrieve the AED the fastest (ideally en route to the scene) should get it to the site and leave the AED cabinet door open as a signal that the AED was retrieved.
5. Additional communication measures
 - a. Give the exact location of the emergency. ("Mr. /Ms. ____ Classroom, Office or Room # ____, gym, football field, cafeteria, etc."). Be sure to let EMS know which door to enter.
 - b. Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.
6. Use the nearest AED.
 - a. When the AED is brought to the patient's side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED's audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks. Be familiar with your school's AED and be aware if you will need to press the shock button or if it will deliver automatically.
 - Note: The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.

- Minimize interruptions of compressions when placing AED pads to patient's bare chest.
- Continue CPR until the patient is responsive or a professional responder arrives and takes over. Make sure to rotate people doing compression to avoid fatigue.
- Do not remove AED pads even if the patient regains consciousness - the pads should be left in place until handoff to EMS occurs. This precaution is necessary in case the patient has a relapse.
- If the AED is used, be sure to have a plan to download the data, store the data, and deliver to the patient's cardiology care team.

b. Transition care to EMS.

- Once EMS arrives, there should be a clear transition of care from the CERT to EMS.
- CERT members' focus should now be on assisting EMS safely out of the building/parking lot.
- Provide EMS a copy of the patient's emergency card.

c. Action to be taken by Office / Administrative Staff.

- Confirm the exact location and the condition of the patient.
- Activate the CERT and give the exact location.
- Confirm that the CERT has responded.
- Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
- Assign a staff member to direct EMS to the scene.
- Perform "Crowd Control" - directing others away from the scene.
- Notify other staff: school nurse, athletic trainer, athletic director, safety director, safety manager, leadership, sports facilities manager, etc.
- Plan for ongoing coverage following an emergency response in case a subsequent event occurs.
- Consider having the people (e.g., staff, students) stay in place (e.g., delaying class changes or hallway traffic, services provided, dismissal, recess, or other changes) to facilitate CPR and EMS functions.

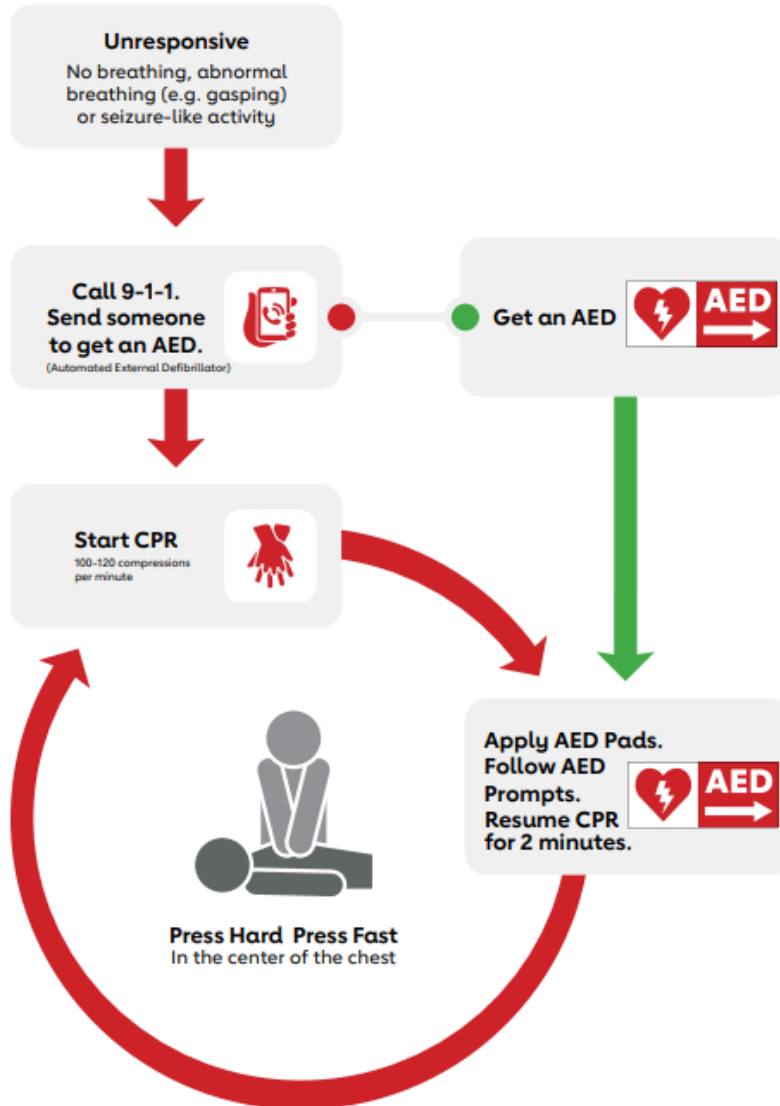
- Designate people to cover the duties of the CPR responders.
- Copy the patient's emergency information for EMS.
- Notify the patient's emergency contact (parent/guardian, spouse, etc.).
- Notify faculty and students, staff, employees, and sports attendees when to return to the normal schedule or services.
- Contact organization leadership (e.g., school district administration), human resources and/or other facility management (e.g., sports facility management).

d. Debrief

- Discuss the outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
- An evaluation of whether the CERP was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements to the CERP and in its implementation if the CERP was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the organization's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.
- An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including crisis counselors.

Act Now. Save a Life.

Follow these steps to take action.



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Section 15: Instructional Continuity Plan

California Education Code Section 32282(a)(3) requires local educational agencies to adopt an instructional continuity plan to establish communication with students and their families and to ensure all students can access instruction during a natural disaster or emergency pursuant to Education Code Section 41422 or Education Code Section 46392.

In the event of a natural disaster or emergency the school will work to ensure students are provided continuity of instruction throughout the duration of the emergency. Instruction may be accomplished either in-person, via distance learning or in some cases a combination of both. Access to instruction will be provided as soon as practicable, but no more than 10 instructional days following the emergency.

Preparing for disruptions

The 2020 Coronavirus (COVID-19) pandemic required schools across the United States to close their doors to limit transmission. While it was initially thought this disruption in learning would be brief, it quickly became evident that the school would need to seek alternative measures to provide instructional continuity and access to vital support services for students for an extended period of time. Our non-classroom based instructional model and access to online learning curriculum allowed staff to transition to a distance learning environment.

In order to support instructional staff so that they were able to meet the needs of all students, the school provided access to professional development opportunities related to educational technology and instructional best practices for virtual learning, including student engagement and social-emotional learning strategies. This professional development has included training on Edmentum digital curriculum, various virtual meeting platforms, and virtual instruction tools, among others.

The school provided students with access to physical supplies that students may need for optimal learning while not on campus. This included tools such

as Student Activity Workbooks, textbooks, Chromebooks, school supplies and meals.

Drive-through supply pick-up and curriculum drop-off stations were established at the school. Access to these resources was communicated to students via email and other student communication portals.

A phased approach was followed when conditions allowed for limited in-person instruction, including social distancing and following local required protocols until a full return to on-site learning was possible. Providing instructional continuity throughout the COVID-19 pandemic has prepared the school to develop the following plan which will be followed in the event of a disruption in learning due to natural disaster or emergency.

Providing a safe place to learn

In the event of a natural disaster, school leadership and the facilities management team will evaluate the state of the school building post-emergency to ensure the school community is safe to re-enter the building. This may include, if necessary the support of local emergency response and/or utility services. If the building is deemed unsafe for occupancy, the school will pivot to distance learning until the school building is deemed safe for occupancy.

In the event of a communicable disease outbreak, schools may reorganize the school interior furniture and establish a one-way flow of foot traffic to minimize the transmission of communicable diseases. The school will implement the use of Personal Protective Equipment (PPE) and social distancing protocols if required. The school will follow guidance, if received, from the local and California State Department of Public Health as well as CalOSHA.

Establishing communication with families post-emergency

The school will establish two-way communication with students and their families as soon as practicable, but no later than five calendar days following an emergency to identify and provide support for students' social-emotional, mental

health and academic needs. School staff will conduct a general welfare survey upon initial contact and provide contact information for local support agencies.

Steps to be taken post-emergency:

1. Independent Study (IS) Teachers will, under the supervision of the Assistant Principal, initiate contact with each student on their roster by way of telephone call to the primary contact number on file. IS Teachers will log each attempt made to contact the student. Initial attempts must be made within the first 24 hours after the natural disaster or emergency. Support Staff may assist with these calls when possible. If the primary contact number on file is disconnected, subsequent contact numbers, including emergency contact numbers may be used in an effort to establish initial communication with the student. The school may also attempt to contact students via email and/or Google Chat.
2. When initial contact is made the IS Teacher or Support Staff member will:
 - a. conduct an initial screening to determine the current situation of the student and their family post-emergency and
 - b. verify all contact information on file including student, parent/guardian and emergency phone numbers and email addresses.
3. Staff will send the family a bulletin that contains the schools' contact information, information outlets, general updates and information on local support agencies.
4. The school will post the bulletin on the school's website and local social media pages and distribute it to all families via school messenger. A paper bulletin will be sent via US Mail to the home address on record within 48 hours of the emergency.
5. The IS Teacher will work to ensure continuous communication using an established method to provide next steps for continuity of instruction.
6. The school will post periodic updates to the school's website, local social media pages and via the school messaging system during the duration of the emergency.

Accessing technology and instructional materials

In order to ensure access and connectivity for all pupils, the school has made Chromebooks available to all students who need one. The school will share local resources for low and no cost internet access with students and families. The school may address connectivity issues by providing hotspot internet service to students who do not have reliable access at home or at a temporary location such as an evacuation shelter. The school will distribute instructional materials such as Student Activity Workbooks, textbooks, notebooks, writing tools and student planners.

Additionally, the school may provide various social support items to students such as student swag bags, toiletries, feminine hygiene products, bus passes and PPE as appropriate to the situation.

The school will determine the method(s) of supply distribution to best fit the emergency type and needs and the capabilities of the school community. Distribution methods may include on-campus, drive through pick-up or by way of a satellite location distribution table. Shipping companies may be used for direct delivery.

Instruction & assessment during emergency

The school will continue to offer IS Teacher appointments at a minimum of twice per week, offer synchronous instruction and daily live interaction as required per grade level, and provide asynchronous learning opportunities for students to progress academically while working independently.

The school will continue to offer digital curriculum to all students. Direct instructional classes will be offered via Google Classroom or another easily accessible portal as needed. Assessments will be completed using a virtual format to ensure students can continue to make progress on schoolwork.

Assessments for all curricular modalities will be completed online once key assignments, alternative assessments, graded student activities, and/or Mastery

Tests have been assessed for content mastery.

Students with exceptional needs

All students are afforded the same educational offerings and opportunities, even in times of crisis. However, we understand that students within specific subgroups may require more specialized services and attention in order to be successful. The school will provide access to specialized academic support staff including but not limited to tutors, Math Intervention Specialist, English Learner Specialists and Coaches, Intervention Specialists, Career Pathway Coordinators, and Postsecondary Counselors to support the individualized needs of students.

Students with exceptional needs will be offered access to services aligned with those outlined within their IEP under emergency conditions with no interruptions. All IEPs will include a description of the means by which the student's special education and related services will be provided under emergency conditions when they cannot be provided in person for more than 10 school days.

Accessing support services

The school will continue to provide academic and social-emotional support services during an emergency. Delivery of services may be performed either in-person, virtually or a combination of both. Examples of these services include but are not limited to

- Academic support
- School lunch program
- Mental health services
- School Psychologist support
- School Counselor access
- Tutoring services

Partnerships with neighboring schools

While all reasonable efforts will be made to ensure minimal disruption in learning, some natural disasters may prove to be catastrophic. This may include major structural damage to the school building or surrounding area or great loss of life. This may result in the need for evacuation of the general area in which the student

resides or attends school. If the student is required to evacuate to a location outside of the general proximity of the school all efforts will be made to continue instruction with the same teaching staff. However, if it is determined instructional continuity is no longer feasible due to circumstances as a result of the natural disaster or emergency, the school will partner with the resource center closest to the student within the Options for Youth network of charter schools to provide continuous access to instruction and other support services.

Return to in-person learning

When a disaster results in a loss of access to the resource center, school leadership will provide continuous updates via school bulletin on when students can reasonably expect to return to on-site learning. Corrective measures will be taken to ensure the resource center has undergone any and all modifications and/or repairs required to provide a safe learning environment for the school community. This may require the school to implement a phased approach to providing access to the school building. A return to on-site learning timeline will be created by school leadership and shared out to the school community via school bulletin.

A.4 OFY-SG Health Insurance for Fiscal Year 2026-2027



OPTIONS FOR YOUTH–SAN GABRIEL, INC.
A California Nonprofit Public Benefit Corporation

January 2026

Agenda Item: OFY-SG Health Insurance for Fiscal Year 2026-2027

Purpose: The Board will review and consider approval of OFY-SG to participate in the 9Dot Education Solutions Group Insurance Agreement (GIA) for the plan year 2026 – 2027. The GIA outlines the medical, dental, and vision benefits available to all eligible employees.

According to the OFY-SG’s Fiscal Policies and Procedures, the annual renewal of health insurance will be brought to the board for approval, provided that such renewal exceeds an annual increase of 25%. The total renewal increase for benefit premiums for 2026-2027 is 16.76%

Contract Terms: March 1, 2026, through February 28, 2027

Fiscal Impact: Estimated \$44,901.00 Annual increase for benefit premiums in the 2026-2027 Plan Year. Please note that the fiscal impact can be variable throughout the policy period and does not include any significant changes to staffing or enrollment elections. This always varies year to year depending on employee elections and staffing.

9 Dot Education Solution, LLC’s Recommendation: Y

Superintendent’s Recommendation: Y

Proposed Motion: Motion to approve the OFY-SG Health Insurance for Fiscal Year 2026-2027.

Highlights:

- Recommendation to stay with Anthem and Kaiser programs
- 17.82% Average medical increase
- No Plan changes to core medical plans
- 0.00% Average Dental / Vision Coverage Increase

Executive Summary For
 OFY San Gabriel
 Rates Effective March 1, 2026

Summary of In-Network Benefits		
Kaiser Health Plans		
	<u>2025</u>	<u>2026</u>
Office Visit	\$20 Copay / Visit	\$20 Copay / Visit
Out Of Pocket	1500/3000	1500/3000
Hospital Inpatient	\$250 / Admission	\$250 / Admission
Outpatient	\$20 / Per Procedure	\$20 / Per Procedure
Prescription Drugs	\$10/\$25/20% up to \$150	\$10/\$25/20% up to \$150
Anthem HMO		
	<u>2025</u>	<u>2026</u>
Office Visit	\$20 Copay / Visit	\$20 Copay / Visit
Out Of Pocket	1500/3000	1500/3000
Hospital Inpatient	\$250 / Admission	\$250 / Admission
Outpatient	No Charge	No Charge
Prescription Drugs	\$5-\$15/\$25/\$45/ 30% up to \$250	\$5-\$15/\$25/\$45/ 30% up to \$250
Anthem PPO		
	<u>2025</u>	<u>2026</u>
Deductible	\$500	\$500
Office Visit	\$20 Copay / Visit	\$20 Copay / Visit
Out Of Pocket	3500/7000	3500/7000
Hospital Inpatient	20% after Deductible	20% after Deductible
Outpatient	20% after Deductible	20% after Deductible
Prescription Drugs	\$5-\$15/\$25/\$45/ 30% up to \$250	\$5-\$15/\$25/\$45/ 30% up to \$250
Kaiser		
	Kaiser 2025	Kaiser 2026
Emp. Only 5	\$763.36	\$859.22
Emp + Sp 2	\$1,679.39	\$1,890.28
Emp + CH 1	\$1,526.72	\$1,718.44
Family 5	\$2,290.08	\$2,577.66
Monthly Total	\$20,152.70	\$22,683.40
	Anthem HMO 2025	Anthem HMO 2026
Emp. Only 1	\$729.44	\$903.77
Emp + Sp 1	\$1,606.21	\$1,990.10
Emp + CH 1	\$1,314.15	\$1,628.22
Family 1	\$2,263.24	\$2,804.16
Monthly Total	\$5,913.04	\$7,326.25
	Anthem PPO 2025	Anthem PPO 2026
Emp. Only 3	\$1,252.20	\$1,551.48
Emp + Sp 0	\$2,756.28	\$3,415.03
Emp + CH 0	\$2,255.17	\$2,794.15
Family 0	\$3,883.86	\$4,812.10
Monthly Total	\$3,756.60	\$4,654.44
	Anthem PPO OOS 2025	Anthem PPO OOS 2026
Emp. Only 1	\$873.74	\$1,082.56
Emp + Sp 0	\$1,923.68	\$2,283.44
Emp + CH 0	\$1,573.92	\$1,950.09
Family 0	\$2,710.65	\$3,358.49
Monthly Total	\$873.74	\$1,082.56
Total All Plans	\$30,696.08	\$35,746.65

B. Information Item(s)

B.1 OFY-SG Charter Update

OFY - SAN GABRIEL REGION UPDATE

December 2025

STUDENTS SERVED: 105

In This Issue: December 2025

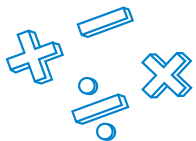
Enrollment



<u>San Gabriel</u>	Month 4	Month 5	Month 6
Enrollment	103	104	105
SPED	24	25	23
ELL	12	10	9
Foster/Homeless	3	3	3

Student Academics

- RenStar testing round 2
- Engineering & Design Challenge Final on Nov 21st, with the San Gabriel center team taking 1st place
- SG began the pilot of Math IXL, exposing students to math practice daily. The pilot is having a positive impact and is showing through a bit of RenStar growth
- Night School for students have not completed their 5 credits for the academic month
- Senior Portfolios due



Student Engagements

Community Engagements:

- Beach Day learning ocean safety, CPR, swimming, surfing and kayaking
- ASB volunteering at the local animal shelter
- San Gabriel center students volunteered at The Farm at Fairplex where they had a day full of tasting, learning, and growing
- ASB volunteered with Project Angel Food helping to prepare meals for those in need
- Toys for Tots Toy Drive
- Baldwin Park Christmas Parade



Student Events:

- Models of Pride
- Back to school night
- Unity Day - Threads of Unity
- New York College Tour Pathways trip
- Esports
- One Day Bowling Tournament
- One Day Top Golf Tournament
- Senior Financial Aid Night



CHARTER UPDATE ONLINE PROGRAM



OFY-SG

HOW WE'RE DOING



SCHOOL ACTIVITIES

New York College Tour



The East Coast college tour entailed visiting NYU, Princeton, and the city. The students had small tours for each university with the opportunity to ask questions to students who are actively attending. The natural history museum gave students the opportunity to interact with displays about insects, including large-scale models of European honeybees, a monumental beehive, and digital exhibits that let you "Be a Bee" to learn how colonies function and pollination works.

eSports Tournament

Our students participated in a one-day eSports tournament at Topgolf and had an outstanding experience, finishing in second place. The event fostered teamwork, strategic thinking, and positive peer connections while giving students a fun, high-interest opportunity to engage in competitive play.



Adulting 101

Adulting 101 is a twice-monthly student group designed to help high schoolers build confidence and master the real-world responsibilities they'll face after graduation. Topics are based on what students have said they want to learn and include essentials like budgeting, understanding taxes, cooking, managing credit, and navigating housing or major purchases. The goal is to equip students with practical tools and knowledge they can use immediately—skills many adults say they wish they had learned earlier. Whether students are college-bound, entering the workforce, or still exploring their next steps, Adulting 101 offers supportive, engaging preparation for life in the "grown-up" world.



STUDENT SPOTLIGHT



Elvis

We're proud to highlight a student whose leadership has made a big impact on our school community. Though he entered 9th grade planning to simply finish his courses, he has grown into one of our most active student leaders. As a member of both the Student Advisory Committee and Student Council, he consistently encourages peers to join student groups and participate in Pathways trips. He's become a true student ambassador for OFY, and as he prepares to graduate this year, we know we'll miss his calm, enthusiastic presence.

**B.2 OFY-SG Mid-Year Local Control and
Accountability Plan (“LCAP”) Update for Fiscal
Year 2025-2026**



OPTIONS FOR YOUTH – SAN GABRIEL, INC.
A California Nonprofit Public Benefit Corporation

January 2026

Agenda Item: OFY-SG Mid-Year Local Control and Accountability Plan (“LCAP”) Update for Fiscal Year 2025-2026

Purpose: The Board will receive the OFY-SG Mid-Year Local Control and Accountability Plan (“LCAP”) Update for Fiscal Year 2025-2026, which includes:

- Mid-Year Outcome Data: Provides insight into metrics identified in the 2025-26 Local Control and Accountability Plan (LCAP).
- Mid-Year Expenditure and Implementation Data: Details on expenditures and progress in implementing actions as outlined in the 2025-26 LCAP.

Relevant Education Code

Education Code Section 47606.5(e) specifies that charter schools must present a mid-year update of the LCAP and Local Control Funding Formula ("LCFF") Budget Overview for parents at a regularly scheduled meeting of the governing body by February 28 each year.

This report includes:

1. Mid-Year Outcome Data – All available outcome data related to metrics in the current year's LCAP.
2. Mid-Year Expenditure and Implementation Data – All available data on expenditures and implementation status for actions identified in the LCAP.

Fiscal Impact: N/A

Superintendent’s Recommendation: N/A

Proposed Motion: N/A

Options For Youth - San Gabriel

2025-26 LCAP Mid Year Report

Megan Betry - Principal
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mbetry@ofy.org

Mid-year outcome data related to metrics identified in the 2025-26 LCAP; and Mid-year expenditure and implementation data on all actions identified in the 2025-26 LCAP. Education Code Section 47606.5(e)

- (1) The charter school shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing body of the charter school.
- (2) The report shall include both of the following:
- (A) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan.
 - (B) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Goal 1:							
By the end of the 2027 academic year, English Language Learners (ELL), Long Term English Learners (LTEL), Students with Disabilities (SWD), and Socioeconomically Disadvantaged pupils (FRMP) will demonstrate academic growth, progress toward post-secondary goals and an increased graduation rate through targeted, individualized instruction tailored to their unique needs and learning styles by providing quality curriculum and instruction							
Metric	Goal & Metric Number	Subject	Subgroup	Baseline	1 Year Outcome	Current Metric	Expected Outcome
Maintain or increase the EL-eligible student reclassification rate at 75% or higher	1-1			75.00%	62.50%	75.00%	75%
SPED students will increase their graduation rate by 3% on the 2027 CA Dashboard	1-2		SWD	47.60%	25.00%	52.60%	51%
Average GLE in Math for the all student level will increase by 1.0 annually	1-3			0.90	0.72	Insufficient data	1.00
All student level and LTEL students will have an average GLE increase of 1.0 in reading annually	1-4		LTEL	0.90	1.60	Insufficient data	1.00
			ALL	1.01	0.80	Insufficient data	1.00
Maintain ELPI levels high, at least 55% of English Language Learners making progress on their ELPAC Level by the release of the 2027 CA Dashboard	1-5			52.00%	57.10%	56.30%	55%
Annually maintain Local indicator - Priority 2 through the self-reflection and review process	1-6		Implementation of State Standards	ALL	4&5	Insufficient data	4&5

Action	Description	Budgeted	Contributing towards increasing services	Mid-Year Spending Update
Students with Disabilities (SWD) Intervention Support and Instruction	Special Education (SPED) teachers and paraprofessionals will have abundant opportunities to attend workshops, take part in planning days, and receive coaching to enhance their ability to provide students with high-quality, differentiated instruction and intervention support that aligns with Common Core standards. This effort will be specifically targeted towards supporting Students with Disabilities. Furthermore, OFY SG will organize post-secondary transition events for all Students with Disabilities in collaboration with educational partners, ensuring active student engagement and the achievement of post-secondary transition goals. Additionally, caseload managers will conduct thorough reviews of Individualized Education Programs (IEPs) upon enrollment to assess the necessity for re-evaluation, adjustments to services, and readiness for state testing.	\$300,000	No	\$141,782.65
Implementation Status/Update:	<p>The charter has begun implementing its planned actions for Students with Disabilities Interventions and Supports and is making steady progress toward full implementation. Special Education Specialists and paraprofessionals are currently providing specialized academic instruction and individualized support aligned with students' IEPs. Collaboration with general education teachers is underway to ensure accommodations are being put into practice across classrooms.</p> <p>School psychologists, counselors, and related service providers are delivering required counseling, speech therapy, occupational therapy, and other services as outlined in students' IEPs. Special Education Specialists have also started partnering with Postsecondary Counselors to develop and monitor graduation plans for students in their 4th and 5th year cohorts, and transition plans are actively being reviewed and updated to reflect students' college and career goals.</p> <p>The charter has begun supporting Students with Disabilities in accessing postsecondary field trips and college- and career-readiness experiences, including scheduled tours such as UC Riverside, USC, the University of La Verne, and the Pathways: New York City College Tour.</p> <p>At mid-year, implementation is in progress, and the charter anticipates that it will meet its planned allocation for this action by year-end.</p>			

EL Individualized Support and Instruction	The EL Specialist's goal is to furnish Individual Learning Plans (ILPs) for English Learner (EL) students, offering tailored support that aligns with the English Language Arts/English Language Development (ELA/ELD) Framework via the Bilingual Scholars Program. This program empowers EL Specialists to conduct EL-specific assessments (such as ELPAC and Reclassification data analysis), track the progress of EL and Reclassified Fluent English Proficient (RFEP) students, oversee the completion of supplementary curriculum to address learning disparities, and employ instructional tactics to provide integrated and designated ELD support.	\$67,000	Yes	\$34,734.90
Implementation Status/Update:	The charter has begun implementing its planned actions for EL Individualized Support and Instruction and is making steady progress toward full implementation. English Language Specialists are currently providing specialized instruction to all English Learners (ELs), including biweekly appointments to support development in reading, writing, speaking, and listening skills. All EL students have an Individualized Learning Plan that is actively reviewed each semester with the student's team, which includes the EL Specialist, general education teacher, parent, and administrator. During specialized sessions, EL Specialists are delivering targeted English language instruction using the designated iLit curriculum or applying SDAIE strategies with the general curriculum, as appropriate. EL Specialists are currently monitoring student progress toward reclassification as Fluent English Proficient (RFEP) and are supporting newly redesignated students to ensure continued success.			
Implementation of Research Based Interventions	The Charter school will introduce evidence-based intervention programs aimed at aiding students in addressing learning gaps identified through assessments of their math and reading scores.	\$180,000	Yes	\$121,830.97
Implementation Status/Update:	Two of the three STAR Renaissance benchmark assessments have already been administered this year. Independent Study teachers along with support staff are reviewing student results to identify students in the Urgent Intervention and Intervention categories. Targeted, research-based interventions are actively being assigned, including enrollment in Small Group Instruction classes, additional math tutoring appointments with the Math Intervention Specialist, and the use of the iExcel curriculum for math interventions. Teachers, administrators, and specialists are currently tracking and monitoring student growth in reading and math across each trimester administration of the STAR Renaissance assessments. The charter also utilizes the platform, Tableau, to provide reading and math assessment data and growth across administrations and received consultation from education service providers on intervention strategies and curriculum. The charter is meeting it's allocations for this action.			
Targeted LTEL (AVID) Curriculum/Instruction	Develop and strengthen LTELs' study skills and learning strategies by implementing College Board and Advancement Via Individual Determination (AVID) techniques.	\$15,000	Yes	\$19,122.02
Implementation Status/Update:	The English Language Specialist, in conjunction with the Math Intervention Specialist, work to continuously identify Long Term English Learners and implement AVID techniques during specialized appointments with these students. These AVID strategies include: time management, collaborative inquiry, Cornell Notes, reflective journaling, and graphic organizers. While implementation is in progress and the charter has already met it's allocation for this action.			
All Staff Professional Development:	The Charter is committed to providing continuous professional development opportunities for all teachers and administrators. These opportunities will include workshops, coaching sessions, and collaborative planning time focused on selected intervention programs tailored to accommodate diverse learners.	\$70,000	Yes	\$36,823.58
Implementation Status/Update:	The charter provides multiple opportunities and modalities for continuous professional development for both teachers and administrators through both internally driven and externally offered opportunities. Administrators provide bimonthly site meetings for educators to discuss priorities, best practices, and monitoring initiatives. Staff are participating in quarterly department-level professional learning communities focused on developing and monitoring strategies to improve California Dashboard metrics. In November 2025, the English teacher attended the National Council of Teachers of English Conference, while the science teacher participated in the National Science Teachers Association Conference. Teaching Association conference. Teacher participated in The Assistant Principal of Instructional Programs provides new hire training as needed for all new hires. Additionally, administrators are receiving monthly mentoring and coaching from network leadership, and teachers have access to virtual training workshops throughout the year. The charter also provides annual training to be in compliance with all ed code requirements. The charter is on track to meet the allocation for this action.			
EL Professional Development:	In addition to general professional development, specialized sessions will be offered to enhance the skills and awareness of our EL Specialists. These sessions aim to improve reclassification rates and progress on the English Language Proficiency Assessments for California (ELPAC).	\$40,000	Yes	\$19,839.88
Implementation Status/Update:	The English Language Development Coach is currently providing monthly specialized professional development sessions with the EL Specialists to review best practices, develop and monitor Individualized Learning Plans, and train staff on RFEP monitoring, and ELPAC assessments. The ELD team is actively meeting to share instructional strategies aimed for improving English Language Proficiency and supporting progress toward graduation for English Learners, as measured on the California Dashboard. The charter also receives training and consultation support services from educational service providers in order to meet our EL compliance requirements and performance goals. At mid-year, implementation is in progress, and the charter anticipates meeting its planned allocation for this action by year-end.			
LTEL Professional Development:	Separate professional development offerings will be provided specifically for Long-Term English Learners (LTELs). These sessions will target intervention programs and strategies tailored to support the unique needs of LTELs, fostering their academic growth and success.	\$25,000	Yes	\$11,238.15
Implementation Status/Update:	The English Language Development regularly meets to develop and implement specific strategies for Long Term English Learners. The charter also receives training and consultation through out the year from our educational services vendor to support the needs of our Long Term English Learners. The charter is meeting it's allocations for this action.			

Goal 2:

The charter will enhance student success and readiness for post-secondary endeavors by increasing overall graduation rates to move out of CSI identification, as well as improving performance on the College and Career Indicator by exposing students to college credit and CTE courses to all of our students. We will emphasize attention on Hispanic and Socioeconomically Disadvantaged students as they were identified on the California Dashboard as falling in the lowest performance level.

Metric	Goal & Metric Number	Subject	Subgroup	Baseline	1 Year Outcome	Current Metric	Expected Outcome
Maintaining our overall A-G Completion rate of 2% increase for all students through 2026-27, as well as students with the lowest CCI performance on the CA dashboard	2-1		All	66.70%	76.90%	27.90%	2%
			Hispanic	60.00%	87.50%	22.70%	2%
			FRMP	60.00%	87.50%	27.80%	2%
Increase student enrollment in college credit courses to broaden their exposure to higher education experiences by 5% for the 26-27 School Year	2-2		All	33.30%	38.50%	21.45	38%
			Hispanic	20.00%	37.50%	33.30	25%
			FRMP	40.00%	12.50%	27.30	45%
To have 10 students complete a CTE pathway as measured by the California Dashboard	2-3			1.00	0.00	0.00	10.00
All students to complete at least 5.3 units per core subject (English, Math, Science, and Social Studies) by the end of the 2026-27 school year	2-4	English	All	5.80	7.40	5.10	5.30
		Mathematics	All	4.00	6.60	5.00	5.30
		Science	All	4.90	6.80	4.50	5.30
		Social Studies	All	3.90	8.40	5.30	5.30
Maintain our overall DASS one-year graduation rate at or above 68-70% through 2026-27	2-5		Internal Spring	58.00%	49.10%	Insufficient data	68%
			Fall Dashboard	N/A	90.60%	Insufficient data	68%

Action	Description	Budgeted	Contributing towards increasing services	Mid-Year Spending Update
Postsecondary Advancement Programs	Programs Students will have the chance to participate in a variety of activities aimed at post-secondary exploration, including attending college and career fairs, going on college and career-focused trips, taking part in workshops and Career and Technical Education (CTE) programs, career pathway cohorts, working towards achieving the Biliteracy Seal, and sitting for Advanced Placement (AP) courses/exams. Additionally, they will have access to guidance from a post-secondary student success team to assist them in navigating the path towards graduation. This initiative is designed to improve academic outcomes, specifically focusing on graduation rates and college and career readiness indicator as highlighted on the CA Dashboard, with a particular emphasis on our socioeconomically disadvantaged and Hispanic students.	\$165,000	Yes	\$53,742.27
Implementation Status/Update:	The charter has begun implementing a comprehensive approach to strengthen post-secondary exploration and improve academic outcomes, with a focus on college and career readiness and equitable access for our socioeconomically disadvantaged and Hispanic students. Students are currently gaining exposure to a wide range of post-secondary options through field trips to college campuses and trade schools, as well as individualized meetings with our Postsecondary Counselor to explore military pathways and career interests. In the fall semester, students attended field trips where they toured to Pasadena City College, USC, LA Trade Tech, and Universal Technical Institute. The charter plans to take students on college tours of Cal Poly Pomona and the University of La Verne during the spring semester. In addition, OFY-San Gabriel offers R.I.S.E. each semester to help students further explore and plan for their post-secondary goals. Hands-on learning and dual-enrollment opportunities are also being expanded, allowing students to earn both high school and college credit, including the cosmetology pathway and our partnership with the San Gabriel Regional Occupational Program (ROP). Our Postsecondary Counselor meets with students semestery to support their individual career plans, and eligible students are receiving targeted guidance to help them earn the Seal of Biliteracy. All students have access to rigorous coursework designed to prepare them for college-level expectations while broadening their understanding of future college and career pathways.			
College credit course enrollment	Students will have access to dual enrollment opportunities, enabling them to enroll in college courses alongside their high school curriculum. This initiative not only grants students college credits but also significantly contributes to boosting graduation rates. Additionally, it provides students with valuable exposure to post-secondary environments, helping them acclimate to the rigors of college life prior to graduation. By integrating dual enrollment programs, we aim to propel students toward the "Prepared" status on the College and Career Dashboard, indicating their readiness for success in both academic and professional endeavors beyond high school. This initiative is designed to improve academic outcomes, specifically focusing on graduation rates and college and career readiness indicator as highlighted on the CA Dashboard, with a particular emphasis on our socioeconomically disadvantaged and Hispanic students.	\$135,000	Yes	\$29,691.86

Implementation Status/Update:	<p>The charter has begun implementing its planned actions to expand dual enrollment opportunities and is making steady progress to ensure students can take college courses alongside their high school curriculum. Each semester, our Postsecondary Counselor sends out information to students outlining available dual enrollment options and meets individually with students to guide them through course selection and the enrollment process. The charter is also actively developing a partnership with our local community college to strengthen access. This collaboration will allow a college instructor to teach a course directly at our school site, making dual enrollment more accessible to all students. By expanding dual enrollment, the charter is working to increase graduation rates and support more students in reaching the "Prepared" level on the College and Career Indicator. This initiative continues to improve academic outcomes with a particular focus on our socioeconomically disadvantaged and Hispanic students, ensuring equitable access to rigorous coursework that prepares them for success in their post-secondary endeavors. The charter is on track to meet its allocations for this action.</p>			
CTE Program Enhancement for Improved Graduation and Readiness Outcomes	<p>This initiative aims to bolster Career Technical Education (CTE) to significantly improve graduation rates and enhance the college and career readiness of our students, with a special focus on the socioeconomically disadvantaged and Hispanic populations. To achieve this, we will invest in:</p> <ul style="list-style-type: none"> • Supplies and Course Development: Investing in state-of-the-art materials and developing courses that meet evolving industry demands. • Transportation: Providing reliable transportation to enable student participation in off-campus CTE opportunities. • Post-Secondary Salaries: Supporting competitive salaries for CTE educators to attract and retain qualified professionals. <p>This action is designed to directly address key performance indicators on the California Dashboard, ensuring targeted support and resource allocation to enhance educational outcomes for our most vulnerable groups.</p>	\$95,000	Yes	\$26,421.88
Implementation Status/Update:	<p>The charter has begun implementing CTE program enhancement by offering CTE: Cosmetology Year 2 and by providing transportation to an off-site location where the course is offered. Additionally, the Postsecondary Counselor are continuing to provide career exploration activities with a focus on technical education, specifically in the areas of construction, HVAC, welding, and plumbing. These activities include research-based guidance to help students understand the education requirements and potential salaries for their chosen careers. The charter is also providing career chats with industry professionals in high-interest fields to engage students with trade opportunities and support informed career decision-making. The charter has met the allocation for this action.</p>			
Enhancing Student Readiness with Comprehensive Post- Secondary Events	<p>This initiative is designed to broadly support students' transition to post-secondary education and careers through a series of engaging events. These events aim to inspire, inform, and celebrate students as they navigate the various milestones toward graduation and beyond. Activities include college and career fairs, informational workshops, and celebratory events, each tailored to equip students with the knowledge, resources, and confidence needed for their next steps. This program emphasizes readiness and community support, helping students achieve their post-secondary aspirations effectively</p>	\$77,000	Yes	\$33,824.87
Implementation Status/Update:	<p>The charter has begun implementing its planned actions to enhance student readiness through Post-Secondary events and workshops. These activities are currently being offered to all students enrolled in OFY-San Gabriel, with targeted efforts to support transition to post-secondary education and careers. Current offerings include Financial Aid Family Night, R.I.S.E. Cohorts, and College & Career Fairs. The charter is on track to meet its allocations for this action.</p>			
Homeless & Foster Youth Services	<p>This initiative aims to enhance the educational and personal development of Homeless and Foster Youth through consistent and comprehensive support. Post-Secondary Counselors will conduct bi- semester meetings with these students to review their academic progress, explore workforce opportunities, and refine their post- secondary plans. The charter will also be focusing on tracking Homeless and Foster Youth student engagement and growth in socially and emotionally supportive courses and activities. Integral components include focused conferences for tailored guidance, ongoing staff development to better serve these populations, and the dedicated involvement of Post-Secondary Counselors to ensure consistent support and advocacy for each student's needs. This approach ensures that Homeless and Foster Youth receive the focused attention and resources necessary to thrive academically and personally.</p>	\$40,000	Yes	\$12,227.75
Implementation Status/Update:	<p>The Post-Secondary Counselor currently meets with all Foster Youth and Homeless students a minimum of two times each semester to provide individualized support, review academic progress, and guide post-secondary planning. The Homeless and Foster Youth Liaison maintains active participation in county meetings and professional trainings, ensuring the LEA stays current on available resources and best practices. This ongoing collaboration is helping the charter respond promptly to student needs and sustain targeted support throughout the year. The charter is on track to meet its allocations for this action.</p>			

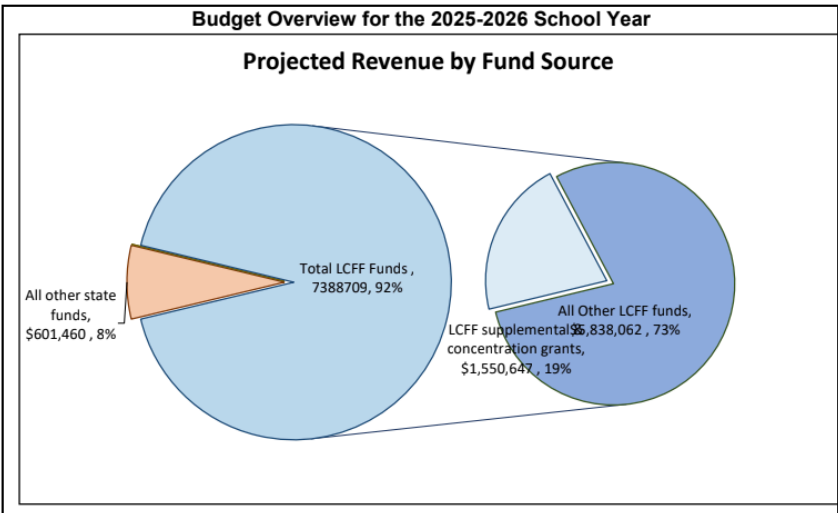
Goal 3:

The charter aims to advance Priorities 3 and 6 by fostering a secure and supportive learning environment. This will involve enhancing School Connectedness Educational Partner Engagement opportunities and promoting a sense of safety and belonging among all Educational Partners, with special attention to Foster Youth, Homeless, LTEL, EL, SWD, and FRMP students. Additionally, Priority 1 will be addressed to uphold the quality of maintenance, operations, facilities, and teacher assignments. Progress will be monitored annually to assess the need for adjustments or prioritization of this goal.

Metric	Goal & Metric Number	Subject	Subgroup	Baseline	Charter Metric	Charter Metric	Expected Outcome
Maintain annual suspension rates at or below 1.5%	3-1			0.00%	0.00%	0.00%	1.50%
Online Safety rating on the School Climate Survey will maintain or increase to 4.0 or higher for all survey groups by the end of the Spring 2027 survey	3-2		Student	3.50	3.86	Insufficient data	4.00
			Parent	4.00	4.50	Insufficient data	4.00
			Staff	4.00	3.36	Insufficient data	4.00
			Parent	16.21%	23.40%	Insufficient data	20%
Decrease middle school chronic absenteeism rates by 10% across all student groups	3-3			32.90%	35.00%	27.10%	22.90%
Maintain Basic Services	3-4			29.50%	40.7% Out Of-Field Textbook Insufficiencies: 0 Facilities Inspections: 100% Number of Uniform Complaints: 0%	30.3% Out Of-Field Textbook Insufficiencies: 0 Facilities Inspections: 100% Number of Uniform Complaints: 0%	35%
Maintain middle school and high school dropout rates below 5% annually	3-5		MS	0.00%	0.00%	0.00%	5%
			HS	2.70%	0.40%	0.50%	5%

Action	Description	Budgeted	Contributing towards increasing services	Mid-Year Spending Update
Parent Involvement and Educational Partner Engagement	The charter will offer diverse engagement opportunities for Educational Partners multiple times annually across various platforms to address feedback and input regarding areas such as instruction, support services, school atmosphere, and operational matters, among others.	\$130,000	Yes	\$77,047.42
Implementation Status/Update:	The charter has begun to implement parent involvement and educational partner engagement by offering multiple opportunities for Educational Partners to engage in the school community, including semesterly Parent Conference days, back to school night, Open House, meetings of the Parent Advisory Committee, and a fall educational partner survey. The fall educational partner survey has concluded and the charter is currently awaiting results. Both the survey and the parent advisory committee are both great ways for parents to provide feedback in regard to areas such as instruction, support services, school climate, and operational matters. The charter is on track to meet it's allocations for this action.			
Social Emotional Development Opportunities	All students will have access to a variety of social and emotional development programs, activities, and resources (both in physical and virtual settings) to facilitate diverse avenues for connecting and cooperating with their peers, educators, Special Education personnel, and the wider community. Students will have options to participate in experiential learning excursions and camps, field trips, social- emotional learning curricula, sports, student council involvement, and student-led events. Will particularly benefit RFMP students by providing tailored support to address their unique emotional and psychological needs, fostering a conducive environment for their holistic development and academic success.	\$446,647	Yes	\$134,214.26
Implementation Status/Update:	The charter is implementing its action of providing social emotional development opportunities to students particularly RFMP studenty by offering a variety of opportunities for students such as sports, field trips, experiential learning, student council, student groups, and movie nights. In the Fall semester students participated in sports such as Volleyball, Basketball, and cheerleading, and one day tournaments for golf and bowling. Furthermore, our charter offered field trips to the animal shelter, American museum of ceramic art, Los Angeles theatre Center, and the Farm at Fairplex. These initiatives creates multiple pathways for students to connect and collaborate with their peers, educators, special education staff, and the broader community. Additionally, our Artful Wellness group, led by our Wellness Coordinator who specializes in special education, offers targeted support to students' unique emotional and psychological needs. This program fosters a supportive environment that promotes holistic development and academic success, with particular benefits for our RFMP students. The charter is on track to meet it's allocations for this action.			
School Safety	To enhance school safety and security measures by appointing a dedicated School Safety Coordinator, who will oversee the development and implementation of comprehensive safety protocols, emergency response plans, and proactive initiatives to ensure a secure learning environment for all students, staff, and visitors.	\$65,000	No	\$23,096.04
Implementation Status/Update:	Our charter is effectively implementing its Comprehensive School Safety Protocols through the appointment of a dedicated School Safety Coordinator. This qualified coordinator oversees the development and implementation of emergency response plans and proactive safety initiatives to ensure a secure learning environment. Ongoing training is provided to maintain compliance with federal, state, and local safety requirements. These efforts support a safe and secure environment for all students, staff, and visitors across our school sites. The charter is on track to meet it's allocations for this action.			

Targeted Student Support and Learning Recovery (LREBG)	Develop and implement targeted support programs to address the unique academic challenges of students below standards, focusing on learning recovery strategies.	\$60,000	No	\$16,590.11
Implementation Status/Update:	The charter is actively implementing targeted student support and learning recovery (LREBG). The charter is utilizing the LREBG funds for the EmpowerU SEL curriculum and for the platform Goalbook, which is designed to help educators develop individualized tailored goals for students. The charter will continue to utilize the LREBG grant to provide students with additional student appointments during events and on Saturdays in the Spring of 2026, supporting ongoing learning recovery efforts. The charter is on track to meet it's allocations for this action.			



This chart shows the total general purpose revenue Options For Youth San Gabriel expects to receive in the coming year from all sources.

B.3 OFY-SG Report of Executive Compensation



OPTIONS FOR YOUTH – SAN GABRIEL, INC.
A California Nonprofit Public Benefit Corporation

January 2026

Agenda Item: OFY-SG Report of Executive Compensation

Purpose: The Board will review and consider the approval of the OFY-SG Report of Executive Compensation.

This update is provided to inform the Board of recent clarifications to the **Brown Act’s Executive Compensation Reporting requirements** and to ensure continued compliance with open meeting and transparency obligations.

Recent clarifications to the Brown Act require that when the Board is asked to approve an employment contract for a local agency executive, the Board must receive an oral summary of the compensation for that position in open session prior to taking action. This requirement supports transparency while maintaining appropriate confidentiality. After review, the organization has determined that only the following two positions meet the definition of an executive for purposes of this requirement:

- Assistant Superintendent of Instruction
- Assistant Superintendent of Operations

The following information applies to both positions:

Base Salary Range:	Benefits (summary):	Potential Annual Incentive:
\$180,000 - \$210,000	If working full-time, this position has the choice to participate in benefits such as medical, dental, vision, and ancillary plans such as critical illness, accident, and life insurance benefits as well as the company's Empower 401(K) retirement plan. These benefits are available to all eligible employees and require the employee to pay their portion of benefit premiums.	Up to \$30,000

No other positions are impacted by this reporting requirement at this time. Staff will continue to coordinate with Human Resources and legal counsel to ensure disclosures remain compliant and appropriately limited in scope.



Superintendent's Recommendation: N/A

Proposed Motion: N/A

B.4 OFY-SG Financial Update



OPTIONS FOR YOUTH-SAN GABRIEL, INC.
A California Nonprofit Public Benefit Corporation

January 2026

Agenda Item: OFY-SG Financial Update

Purpose: The Board will receive a financial update for Fiscal Year 2025-2026.

- SB740 Report as of October 2025
- Detail Income Statement as of October 2025
- Variance Analysis Report as of October 2025
- Balance Sheet as of October 2025
- Cash Flow Forecast as of October 2025

Fiscal Impact: N/A

Superintendent's Recommendation: N/A

Proposed Motion: N/A

Company
Period

Options for Youth Charters
2025/26 - October

Budgeted ADA
P2 Projected ADA

465.34
385.89

Ledger Account	Options For Youth - San Gabriel	
	Actuals + Forcast	% of Revenue
LCFF Transition (R6)	3,495,571	51.84%
Mandate Block (R7)	26,517	0.39%
EPA (R10)	1,144,197	16.97%
State Lottery (R11)	109,629	1.63%
In lieu Property Taxes (R12)	1,479,464	21.94%
Special Education (R17)	348,580	5.17%
State Restricted (R18)	138,550	2.05%
Revenue Subtotal	6,742,507	100.00%
Certificated Salaries & Benefits Subtotal	2,912,820	43.20%
Special Ed Expenses Subtotal	523,033	7.76%
Certificated Salaries & Benefits Subtotal	3,435,853	50.96%
Classified Salaries & Benefits (R30)	381,731	5.66%
Books, Supplies, & Equipment (R31)	101,503	1.51%
Contracts for Instructional Services - Special Education (R32)	6,182	0.09%
Contracts for Instructional Support (R33)	1,567,377	23.25%
All Other Instruction (R34)	642,903	9.54%
Subtotal Instruction and Related Services	6,135,548	91.00%
Services & Other Operating Costs (R39)	377,021	5.59%
Facilities Acquisition & Construction (R40)	7,500	0.11%
Subtotal Operations and Facilities	384,521	5.70%
Certificated Salaries & Benefits (R43)	5,403	0.08%
Non-Certificated Salaries & Benefits (R44)	31,812	0.47%
Books, Supplies & Equipment (R45)	892	0.01%
Contracts for Administrative Cost (R46)	74,564	1.11%
Supervisory Oversight (R47)	61,192	0.91%
All Other Administration (R48)	393,718	5.84%
Subtotal Administration & All Other Activities	567,581	8.42%
GAAP Excess Revenue or (Deficit)	(345,143)	(5.12%)
Depreciation (R54)	77,713	1.15%
SB740 Excess Revenue or (Deficit)	(267,430)	(3.97%)
Revenue for Instructional	6,742,507	
Instructional	6,135,548	
Allowable Facilities	42,679	
Total instructional with Allowable Facilities	6,178,227	91.63%

Company
Period

Options for Youth Charters
2025/26 - October

Budgeted ADA
P2 Projected ADA

465.34
385.89

Options For Youth - San Gabriel

Revenue for Certificated	6,742,507	
Certificated 35.25%/40.25% of Revenue	2,713,859	
B1A1 Certificated-Projected YTD	3,435,853	
Need to Spend or (Over Spent)	(721,994)	(10.71%)
Revenue for Instructional	6,742,507	
Instructional 60.25%/70.25%/80.25% of Revenue	2,697,003	
Total Instructional-Projected YTD	2,742,375	
Need to Spend or (Over Spent)	(45,372)	(0.67%)
Revenue for Instructional Total	6,742,507	
Instructional 60.25%/70.25%/80.25% of Revenue	5,410,862	
Total Instructional-Projected YTD	6,178,227	
Need to Spend or (Over Spent)	(767,366)	(11.38%)
Excess Revenue With Need to Spend (GAAP)	(345,143)	
% of Revenue	-5.12%	
Excess Revenue With Need to Spend (SB740)	(267,430)	
% of Revenue	-3.97%	
Projected Fund Balance	2,355,157	
% of Current Year Expenditures	33.23%	

Company for Financial Reports

Options For Youth - San Gabriel, Inc.

Period
Budgeted ADA
P2 Projected ADA

FY 2025/26 - October 2025

465.34
385.89

Ledger Account	Revenue / Spend Category	07/2025 Actuals	08/2025 Actuals	09/2025 Actuals	10/2025			Year to Date			11/2025 Budget	12/2025 Budget	01/2026 Budget	02/2026 Budget	03/2026 Budget	04/2026 Budget	05/2026 Budget	06/2026 Budget	Projected Actuals	% of Rev	
					Actuals	CM Budget	CM Variance	Actuals	Budget	YTD Variance											
41500:Special Education	RC27 Special Education	35,243	41,615	27,641	42,975	27,147	15,828	147,475	138,355	9,120	25,138	25,138	25,138	25,138	25,138	25,138	25,138	25,138	348,580	5.17%	
43000:State Revenue	RC08 LCCF Transition	1,359,919	398,828	279,950	677,756	304,458	373,298	2,716,452	2,350,424	366,029	326,105	190,228	45,292	90,675	31,705	31,705	31,705	31,705	3,495,571	51.84%	
43000:State Revenue	RC09 Mandate Block Grant	4,419	4,419	4,419	4,419	4,419	0	17,678	17,678	0	4,419	4,419	0	0	0	0	0	0	26,517	0.39%	
43000:State Revenue	RC12 in Lieu Property Taxes	668,019	195,912	137,292	148,487	149,522	(1,035)	1,149,710	1,154,541	(4,831)	138,020	80,512	19,170	38,377	13,419	13,419	13,419	13,419	1,479,464	21.94%	
43000:State Revenue	RC132 Educator Effectiveness Grant	0	1,100	50	1,000	0	1,000	2,150	2,150	0	0	0	0	0	0	0	0	0	8,000	0.15%	
43000:State Revenue	RC134 A-G Access/Success Grant	0	745	86,000	0	0	0	86,745	86,745	0	0	0	0	0	0	0	0	0	86,745	1.29%	
43000:State Revenue	RC138 Arts, Music, and Instructional Materials	0	0	3,315	0	0	0	3,315	3,315	0	0	0	0	0	0	0	0	0	3,315	0.05%	
43000:State Revenue	RC14 EPA	734,759	215,486	151,009	(212,084)	164,461	(376,544)	889,170	1,269,889	(380,719)	106,743	62,267	14,825	29,681	10,378	10,378	10,378	10,378	1,144,197	16.97%	
43000:State Revenue	RC142 Learning Recovery Emergency Block Grant	0	16,590	0	21,750	0	21,750	38,340	38,340	0	0	0	0	0	0	0	0	0	38,340	0.57%	
43000:State Revenue	RC15 State Lottery	11,017	11,017	5,393	9,117	9,142	(26)	36,543	42,192	(5,649)	9,136	9,136	9,136	9,136	9,136	9,136	9,136	9,136	109,629	1.63%	
Total Revenue		2,813,376	885,713	695,669	693,420	659,149	34,271	5,087,578	4,973,078	114,500	609,562	371,700	113,561	193,007	89,775	89,775	89,775	89,775	6,742,507	100.00%	
50000:Certificated Salaries & Wages		204,388	203,261	185,286	193,026	198,877	5,851	785,961	816,861	30,900	179,333	206,934	198,137	180,605	199,320	199,575	190,923	221,858	2,362,647	35.04%	
50100:Non-Certificated Salaries & Wages		33,892	23,370	14,619	18,473	17,475	(998)	90,355	61,139	(29,216)	15,213	17,501	22,570	20,518	22,577	22,740	21,857	23,681	257,011	3.81%	
50500:Certificated Additional Duties		22,363	8,635	591	684	4,500	3,816	32,272	48,500	16,228	4,500	4,500	4,500	4,500	4,500	4,500	15,000	15,000	89,272	1.32%	
51000:Certificated Incentives		0	0	11,843	15,520	0	(15,520)	27,363	63,982	36,619	0	0	0	0	0	0	0	0	134,406	2.40%	
51100:Non-Certificated Incentives		0	0	1,273	0	0	0	1,273	5,000	3,727	0	0	0	0	0	0	0	0	12,495	0.20%	
51600:Non-Certificated Stipends		1,880	70	45,909	3,756	0	(3,756)	51,615	0	(51,615)	0	0	0	0	0	0	0	0	51,615	0.77%	
52000:Certificated Payroll Taxes		17,922	15,871	18,714	15,737	15,134	(603)	67,414	66,341	(1,074)	13,647	15,747	15,078	13,744	15,168	15,187	14,529	16,883	187,397	2.78%	
52100:Non-Certificated Payroll Taxes		2,824	1,872	1,424	1,424	1,330	(94)	7,381	4,707	(2,674)	1,158	1,332	1,718	1,561	1,718	1,730	1,663	1,802	20,063	0.30%	
53000:Certificated Group Insurance		25,182	25,850	24,821	23,512	25,442	1,930	99,365	100,220	855	22,942	26,473	25,347	23,104	25,499	25,531	24,424	28,382	301,067	4.47%	
53100:Non-Certificated Group Insurance		2,615	2,807	2,785	3,150	1,995	(1,154)	11,356	6,661	(4,695)	1,737	1,998	2,577	2,343	2,578	2,596	2,495	2,704	30,383	0.45%	
54000:Certificated Workers Comp		1,712	73	0	5,032	599	(4,434)	6,817	6,526	(291)	540	623	596	544	600	601	575	668	11,564	0.17%	
54100:Non-Certificated Workers Comp		447	13	0	1,313	112	(1,201)	1,773	792	(980)	97	112	144	131	145	146	140	152	2,599	0.04%	
55000:Other Certificated Benefits		283	303	291	299	294	5	1,167	1,206	39	265	306	293	297	295	295	283	328	3,501	0.05%	
55100:Other Non-Certificated Benefits		18	20	22	14	8	(8)	61	50	(11)	13	14	19	19	19	19	19	20	219	0.00%	
56000:Certificated 401k Contributions		6,777	5,997	7,283	6,032	6,727	695	26,088	25,998	(90)	6,066	7,000	6,702	6,109	6,742	6,751	6,458	7,504	79,420	1.18%	
56100:Non-Certificated 401k Contributions		517	603	602	539	419	(121)	2,261	1,372	(889)	364	419	541	491	541	545	524	567	6,253	0.09%	
57000:Certificated Vacation Expense		0	0	(27,972)	0	5,217	(27,972)	17,334	45,306	3,540	4,069	3,903	3,569	3,924	3,929	3,955	6,591	5,508	5,508	0.08%	
57100:Other Non-Certificated Vacation Expense		0	0	184	0	371	371	184	1,170	986	243	280	268	243	268	271	262	503	2,522	0.04%	
59000:Other Employee Related Costs		1,099	616	1,821	4	100	96	3,540	15,300	11,760	100	100	100	8,000	100	2,100	8,100	14,100	36,240	0.54%	
Total Payroll		321,088	289,361	289,334	288,513	278,606	(9,907)	1,188,296	1,243,159	54,863	249,758	287,409	282,492	265,748	283,992	286,516	291,205	487,643	3,623,059	53.73%	
60200:Other Equipment	SC016 Leasehold Improvements	0	0	0	0	0	0	2,500	2,500	0	2,500	0	0	2,500	0	0	0	0	2,500	7,500	0.11%
60200:Other Equipment	SC010 Furniture & Fixtures	7,478	162	0	0	0	0	7,640	2,500	(5,140)	0	2,500	0	0	5,000	0	0	0	5,000	20,140	0.30%
70000:G&A Expense	SC110 Security	517	195	0	323	333	11	1,034	1,333	299	333	333	333	333	333	333	333	333	3,701	0.05%	
70000:G&A Expense	SC221 Storage	722	1,028	1,588	1,252	600	(652)	4,500	2,400	(2,100)	600	600	600	600	600	600	600	600	9,300	0.14%	
70500:Rent	SC001 Rent - Other	18,934	18,934	18,934	18,934	18,934	0	75,737	75,737	0	18,934	18,934	18,934	18,934	18,934	18,934	18,934	19,992	227,968	3.38%	
70500:Rent	SC457 Lease Expense (ROU)	0	0	1,553	0	0	0	1,553	1,553	0	0	1,553	0	1,553	0	0	0	0	796	5,455	0.08%
70630:Maintenance	SC111 Facilities Charges	(2,082)	4,993	0	72	1,367	1,295	2,983	5,468	2,485	1,367	1,367	1,367	1,367	1,367	1,367	1,367	1,367	13,919	0.21%	
70630:Maintenance	SC108 Repairs & Maintenance	170	0	0	2,775	2,775	0	170	11,100	10,930	2,775	2,775	2,775	2,775	2,775	2,775	2,775	2,775	22,370	0.33%	
70630:Maintenance	SC109 Custodial	1,272	3,129	195	1,467	1,670	203	6,063	6,680	617	1,670	1,670	1,670	1,670	1,670	1,670	1,670	1,670	19,423	0.29%	
70630:Maintenance	SC251 Property Management	0	3,787	0	1,893	1,821	(72)	5,680	7,284	1,604	1,821	1,821	1,821	1,821	1,821	1,821	1,821	1,821	20,248	0.30%	
Total Facilities		27,012	32,227	22,270	23,940	27,501	3,560	105,450	116,555	11,106	27,501	34,054	27,501	27,501	36,554	27,501	27,501	36,554	350,113	5.19%	
70000:G&A Expense	SC125 Cellular Phone	778	313	316	577	950	373	1,983	3,400	1,817	950	950	950	950	950	950	950	950	9,583	0.14%	
70100:Service Charges	SC093 HR Benefits Process Charges	191	225	318	265	186	(106)	1,029	786	(460)	436	186	186	186	186	186	186	186	2,771	0.04%	
70400:Tax Expense	SC100 Business Tax & License	0	0	1,352	0	0	0	1,352	0	(1,352)	0	0	0	300	0	0	0	0	1,652	0.02%	
70400:Tax Expense	SC114 Property Taxes	2,780	0	0	0	0	0	2,780	2,450	(330)	0	0	0	0	0	0	0	0	2,780	0.04%	
70620:Utilities	SC105 Telephone	110	67	55	134	382	248	367	1,528	1,161	382	382	382	382	382	382	382	382	3,423	0.05%	
70620:Utilities	SC106 Internet	491	5,098	4,992	5,050	5,900	850	15,632	23,600	7,968	5,900	5,900	5,900	5,900	5,900	5,900	5,900	5,900	62,832	0.93%	
70620:Utilities	SC202 Water/Gas/Electric/Trash	3,137	3,247	3,595	3,289	3,200	(89)	13,268	12,800	(468)	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	38,868	0.58%	
71000:Insurance Expense	SC113 Property/Casualty Insurance	458	0	0	37,785	36,450	(1,335)	38,243	36,700	(1,543)	2,650	450	450	0	0	0	11,350	0	53,143	0.79%	
71450:Charges & Fees	SC148 Processing Fees	750	0	0	0	0	0	750	750	0	750	0	0								

Company for Financial Reports

Options For Youth - San Gabriel, Inc.

Period
 Budgeted ADA 465.34
 P2 Projected ADA 385.89

Ledger Account	Revenue / Spend Category	07/2025 Actuals	08/2025 Actuals	09/2025 Actuals	10/2025			Year to Date			11/2025 Budget	12/2025 Budget	01/2026 Budget	02/2026 Budget	03/2026 Budget	04/2026 Budget	05/2026 Budget	06/2026 Budget	Projected Actuals	% of Rev
					Actuals	CM Budget	CM Variance	Actuals	Budget	YTD Variance										
70000:G&A Expense	SC132 Office Equipment leases/Rentals	434	347	347	347	0	(347)	1,477	0	(1,477)	0	0	0	0	0	0	0	0	1,477	0.02%
70000:G&A Expense	SC086 Postage & Delivery	1,246	700	2,379	1,339	2,115	776	5,665	8,460	2,795	2,115	2,115	2,115	2,115	2,115	2,115	2,115	2,115	22,585	0.33%
70000:G&A Expense	SC087 Office Supplies	598	3,748	660	2,289	4,200	1,911	7,294	16,800	9,506	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	40,894	0.61%
70000:G&A Expense	SC088 Other G&A Expenses	755	1,157	2,633	2,279	0	(2,279)	6,825	0	(6,825)	0	0	0	0	0	0	0	0	6,825	0.10%
70300:Dues & Subscriptions	SC099 Membership Fees	5,198	2,500	586	0	0	0	8,283	3,500	(4,783)	0	3,500	0	0	3,500	0	0	0	3,500	0.28%
70620:Utilities	SC458 Remote Business Expense	150	90	297	300	300	0	837	1,200	(364)	300	300	300	300	300	300	300	300	3,237	0.05%
Total Office Supplies		8,381	8,571	7,057	6,555	6,945	390	30,564	31,480	916	6,945	11,845	6,945	6,945	10,645	6,945	6,945	11,845	99,624	1.48%
70000:G&A Expense	SC127 Conferences	0	168	50	0	0	0	218	3,250	3,032	0	3,250	0	0	3,250	0	0	3,250	9,968	0.15%
70000:G&A Expense	SC129 Staff Development	702	2,264	3,018	1,253	3,000	1,747	7,237	12,500	5,263	3,000	3,500	3,000	3,000	3,500	3,000	3,000	3,500	32,737	0.49%
70000:G&A Expense	SC131 Company Events	0	0	0	0	0	0	0	0	0	0	3,000	0	0	3,000	0	0	0	6,000	0.09%
71100:Marketing	SC116 Business Promotion	5,000	110	0	0	0	0	5,110	2,400	(2,710)	0	2,400	0	0	2,400	0	0	2,400	12,310	0.18%
71200:Travel & Entertainment	SC103 Parking & Tolls	0	132	0	10	19	9	142	76	(66)	19	19	19	19	19	19	19	19	294	0.00%
71200:Travel & Entertainment	SC120 Travel - Airfare & Hotel	0	1,545	0	0	1,000	1,000	1,545	4,000	2,455	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	9,545	0.14%
71200:Travel & Entertainment	SC121 Mileage	79	150	133	178	500	322	540	2,000	1,460	500	500	500	500	500	500	500	3,000	7,040	0.10%
71200:Travel & Entertainment	SC122 Car Rentals	0	0	0	0	80	80	0	320	320	80	80	80	80	80	80	80	80	640	0.01%
71200:Travel & Entertainment	SC123 Meals	130	255	62	0	400	400	447	1,600	1,153	400	400	400	400	400	400	400	400	3,647	0.05%
Total Staff Programs		5,911	4,624	3,263	1,441	4,999	3,558	15,239	26,146	10,907	4,999	14,149	4,999	4,999	11,149	7,999	4,999	13,649	82,181	1.22%
60000:Student Services	SC065 Program Non-Travel Meals	222	1,849	1,703	1,703	1,818	115	5,477	7,272	1,795	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	20,021	0.30%
60000:Student Services	SC071 Student Supplies	136	2,156	1,428	38	600	562	3,757	18,800	15,043	600	747	747	747	747	13,000	14,000	14,000	35,092	0.52%
60000:Student Services	SC460 Student Engagement Programs	0	0	0	0	0	0	0	10,000	10,000	0	10,000	0	0	10,000	0	0	10,000	30,000	0.44%
60100:Program Equipment	SC253 Sports Equipment	0	0	0	0	0	0	0	0	0	0	3,000	0	0	2,000	2,000	2,000	20,000	29,000	0.43%
60400:Curriculum		0	387	25	1,432	3,150	1,718	1,844	12,600	10,756	3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	27,044	0.40%
60600:Student Activities	SC276 Student Activities - College Tours, Experiential Trips	(22,900)	22,900	41	0	0	0	41	0	(41)	0	0	0	0	0	0	0	140,041	2,08%	
60600:Student Activities	SC280 Student Activities - Graduation	0	2,820	0	1,927	2,500	573	4,747	10,000	5,253	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	24,747	0.37%
60600:Student Activities	SC281 Student Activities - Sports	0	1,158	1,421	0	1,500	1,500	2,579	6,000	3,421	1,500	1,500	5,000	5,000	5,000	5,000	5,000	5,000	35,579	0.53%
60600:Student Activities	SC282 Student Activities - Field Trips	(25)	2,197	9,455	56	5,850	5,794	11,683	25,650	13,967	5,850	8,100	5,850	5,850	8,100	5,850	8,100	8,100	65,233	0.97%
60700:Student Travel Expenses	SC328 Program Transportation	5,330	11,633	18,306	18,352	7,500	(10,852)	53,621	30,000	(23,621)	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	113,621	1.69%
63000:Consulting	SC328 CTE Services	0	0	86,000	42,000	51,000	9,000	128,000	86,000	(42,000)	0	41,000	0	0	0	0	0	0	169,000	2.51%
63100:Educational Services - Add On	SC364 Curriculum Development	0	0	45,436	53	0	(53)	45,489	30,555	(14,934)	6,500	0	0	0	0	0	0	0	51,989	0.77%
63100:Educational Services - Add On	SC367 Art Program Subscription Fees	(2,500)	2,500	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.00%
63100:Educational Services - Add On	SC370 Student Record Services	0	605	0	7,864	0	(7,864)	8,468	0	(8,468)	0	0	0	0	0	0	0	0	8,468	0.13%
Total Student Programs		(19,737)	48,205	163,815	73,423	73,918	495	265,705	236,877	(28,828)	29,418	79,315	26,565	26,565	40,815	28,565	40,818	212,068	749,834	11.12%
Total Expenses		839,492	658,765	690,433	644,014	619,141	(24,873)	2,832,704	2,954,680	121,976	500,997	890,790	433,654	435,400	480,004	448,824	457,589	907,688	7,087,649	105.12%
Excess Revenue (Deficit)		1,973,884	226,948	4,636	49,406	40,009	9,398	2,254,874	2,018,398	236,476	108,565	(219,090)	(320,093)	(242,393)	(390,229)	(359,049)	(367,814)	(809,913)	(345,143)	-5.12%

Company for Financial Reports

Options For Youth - San Gabriel, Inc.

Period

FY 2025/26 - October 2025

Threshold

1% of YTD Total Expenses =

28,327

Ledger Account	Revenue / Spend Category	Year to Date			Comments
		Actuals	Budget	YTD Variance	
50000:Certificated Salaries & Wages		785,961	816,861	30,900	Reforecasted in October.
50100:Non-Certificated Salaries & Wages		90,355	61,139	(29,216)	July and August higher than anticipated. Reforecasted in October.
51000:Certificated Incentives		27,363	63,982	36,619	FY2526 Credit Enrichment Incentives.
51600:Non Certificated Stipends		51,615	0	(51,615)	FY2526 Credit Enrichment Stipends.
57000:Certificated Vacation Expense		(27,972)	17,334	45,306	Based on actual employee PTO activity.
63000:Consulting	SC328 CTE Services	128,000	86,000	(42,000)	Skyrocket and San Gabriel Valley ROP invoices for CTE classes.

Options For Youth - San Gabriel, Inc.

Balance Sheet

FY 2026 - As of October 2025

Ledger Account	Current YTD
10000:Cash	2,372,294
12000:Accounts Receivable	2,128
11000:State Receivables	5,611,899
16500:Prepaid Expenses	105,230
15000:Fixed Assets	838,340
15500:Accumulated Depreciation	(670,834)
19700:Right-of-Use (ROU) Asset - Operating	1,141,180
19701:Right-of-Use (ROU) Accum Amort - Operating	(375,889)
Total Assets	9,024,347
20000:Accounts Payable	648,671
24000:Accrued Expenses	1,210,490
21000:Deferred Revenue	1,410,982
21700:ST Lease Liability - Operating	198,193
26700:LT Lease Liability - Operating	600,837
Total Liabilities	4,069,172
30000:Retained Earnings	2,254,874
30500:Retained Earnings - Prior Year	2,700,300
Total Net Assets	4,955,174
Total Liabilities and Net Assets	9,024,347

Options for Youth - San Gabriel, Inc.

Cash Forecast

Blue = Actual

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26
Beginning Balance	2,137,526	2,086,221	2,700,153	2,100,176	2,386,199	2,222,437	1,941,689	1,969,865	1,794,781	1,535,752	1,494,120	1,276,752
Cash Inflows	1,199,621	1,065,780	270,992	1,129,615	550,967	550,967	914,353	550,967	504,374	716,205	522,886	522,886
Cash Disbursements	1,250,926	451,847	870,969	843,593	714,728	831,715	886,178	726,051	763,402	757,837	740,255	1,126,709
Ending Balance	2,086,221	2,700,153	2,100,176	2,386,199	2,222,437	1,941,689	1,969,865	1,794,781	1,535,752	1,494,120	1,276,752	672,928

Restricted Funds Summary (Incl. in Cash Bal.)	Apportioned	Funds Received to	Balance of	Date Funds
	Amount	Date	Funds Remaining	to be Spent By
Educator Effectiveness - CC095	162,438	162,438	134,334	6/30/2026
A-G Completion Grant - CC115	180,298	180,298	33,190	6/30/2026
Ethnic Studies Block Grant - CC116	7,849	7,849	7,849	No Deadline
Learning Recovery Emergency Block Grant - CC119	844,998	844,998	779,650	6/30/2028
Arts, Music and Instructional Material Block Grant - CC134	361,800	361,800	348,940	6/30/2026
FY23/24 Prop 28 Arts and Music in Schools - CC144	57,916	57,916	57,572	6/30/2026
FY24/25 Prop 28 Arts and Music in Schools - CC144	37,787	30,906	37,787	6/30/2027
FY25/26 Prop 28 Arts and Music in Schools - CC144	46,185	6,466	46,185	6/30/2028
Student Support and Professional Development - CC157	153,479	-	153,479	6/30/2029
Total	1,852,750	1,652,671	1,598,987	

3-month Cash Need 2,114,606

Cash Reserve (1,327,395) - Need to build cash reserve.

Cash Out Average

1 month	704,869
2 months	1,409,738
3 months	2,114,606

C. Action Item(s)

C.1 OFY-SG First Interim Report



OPTIONS FOR YOUTH- SAN GABRIEL, INC.
A California Non-Profit Public Benefit Corporation

January 2026

Agenda Item: OFY-SG First Interim Report

Purpose: The Board will review and consider approval of the OFY-SG First Interim Report.

According to California's Department of Education Interim Status page, which outlines the status of certifications of Interim Financial Reports for school districts and county offices of education, Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health.

The first interim report is due December 15 for the period ending October 31. The second interim report is due March 17 for the period ending January 31. County superintendents are to report to the Superintendent of Public Instruction and the State Controller the certification for all districts in their county within 75 days after the close of the reporting period.

The interim reports must include a certification of whether or not the LEA is able to meet its financial obligations. The certifications are classified as positive, qualified, or negative. A positive certification is assigned when the district will meet its financial obligations for the current and two subsequent fiscal years. A qualified certification is assigned when the district may not meet its financial obligations for the current or two subsequent fiscal years. A negative certification is assigned when a district will be unable to meet its financial obligations for the remainder of the current year or for the subsequent fiscal year. In addition, the Superintendent of Public Instruction may reclassify the certification of any county office of education or reclassify a certification based on an appeal of a school district in accordance with the above standards.

As part of OFY-SG Fiscal Policies and Procedures, as previously approved by the Board of Directors, the First Interim Report is included in the Reporting Requirements in Section 2, Accounting Procedures. Accounting procedures conform to Generally Accepted Account Principals ("GAAP") to ensure accuracy of information and compliance with external standards.

Fiscal Impact: N/A

Superintendent's Recommendation: Y

Proposed Motion: Motion to approve the OFY-SG First Interim Report.

**CHARTER SCHOOL FIRST INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2025 to June 30, 2026**

Charter School Certification

Charter School Name: Options for Youth - San Gabriel
CDS #: 19752911996016
Charter Approving Entity: San Gabriel Unified School District
County: Los Angeles
Charter #: 0117

For information regarding this report, please contact:

For Approving Entity:

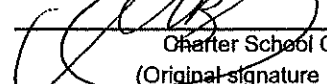
Name _____
Title _____
Telephone _____
E-mail address _____

For Charter School:

Alexander Salazar
Name _____
Divisional Controller
Title _____
(626) 788-6291
Telephone _____
alexander@hello9dot.com
E-mail address _____

To the entity that approved the charter school:

x) 2025-26 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed:  _____
Charter School Official
(Original signature required)

Date: 12/5/25

Printed Name: Megan Betry

Title: Principal

To the San Gabriel Unified School District

x) 2025-26 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Date: _____

Printed Name: _____

Title: _____

To the Superintendent of Public Instruction:

x) 2025-26 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

Signed: _____
County Superintendent/Designee
(Original signature required)

Date: _____

**CHARTER SCHOOLS FIRST INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2025 to June 30, 2026**

Charter School Name: Options for Youth - San Gabriel
 CDS #: 19752911996016
 Charter Approving Entity: San Gabriel Unified School District
 County: Los Angeles
 Charter #: 0117

This charter school uses the following basis of accounting:

Please enter an "X" in the applicable box below; check only one box

- Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
 Modified Accrual Basis (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Original Budget	Board Approved Operating Budget (B)	Actuals to Date	First Interim Budget Unrestricted	First Interim Budget Restricted	First Interim Budget Total (D)	Difference (Col B & D)
A. REVENUES								
1. LCFF Sources								
State Aid - Current Year	8011	4,479,882	4,479,882	2,716,452	3,495,571		3,495,571	(984,311)
Education Protection Account - Current Year	8012	1,113,410	1,113,410	889,170	1,144,197		1,144,197	30,787
State Aid - Prior Years	8019	0	0	0	0		0	0
Transfer of Charter Schools in Lieu of Property Taxes	8096	1,784,067	1,784,067	1,149,710	1,479,464		1,479,464	(304,603)
Other LCFF Transfers	8091, 8097	0	0	0	0		0	0
Total, LCFF Sources		7,377,359	7,377,359	4,755,332	6,119,232		6,119,232	(1,258,127)
2. Federal Revenues (see NOTE on last page)								
No Child Left Behind	8290	0	0	0		0	0	0
Special Education - Federal	8181, 8182	0	0	0		0	0	0
Child Nutrition - Federal	8220	0	0	0		0	0	0
Other Federal Revenues	8290	0	0	0	0	0	0	0
Total, Federal Revenues		0	0	0	0	0	0	0
3. Other State Revenues								
Special Education - State	StateRevSE	443,192	443,192	147,475		348,580	348,580	(94,612)
Child Nutrition Programs	8520	0	0	0		0	0	0
Mandated Costs Reimbursements	8550	0	0	0		0	0	0
Lottery - Unrestricted and Instructional Materials	8560	0	0	0		0	0	0
Low Performing Student Block Grant	8590	0	0	0	0	0	0	0
All Other State Revenues	StateRevAO	158,108	158,108	184,771	136,145	138,550	274,695	116,587
Total, Other State Revenues		601,301	601,301	332,246	136,145	487,130	623,275	21,974
4. Other Local Revenues								
Transfers from Sponsoring LEAs to Charter Schools	8791	0	0	0	0	0	0	0
All Other Local Revenues	LocalRevAO	0	0	0	0	0	0	0
Total, Local Revenues		0	0	0	0	0	0	0
5. TOTAL REVENUES		7,978,660	7,978,660	5,087,578	6,255,377	487,130	6,742,507	(1,236,153)
B. EXPENDITURES								
1. Certificated Salaries								
Teachers' Salaries	1100	2,990,725	2,990,725	913,011	2,513,464	287,622	2,801,086	189,639
Certificated Pupil Support Salaries	1200	0	0	0	0	0	0	0
Certificated Supervisors' and Administrators' Salaries	1300	0	0	0	0	0	0	0
Other Certificated Salaries	1900	0	0	0	0	0	0	0
Total, Certificated Salaries		2,990,725	2,990,725	913,011	2,513,464	287,622	2,801,086	189,639
2. Non-certificated Salaries								
Instructional Aides' Salaries	2100	206,474	206,474	150,624	336,076	6,381	342,457	(135,983)
Non-certificated Support Salaries	2200	0	0	0	0	0	0	0
Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0	0	0	0	0
Clerical and Office Salaries	2400	0	0	0	0	0	0	0
Other Non-certificated Salaries	2900	0	0	0	0	0	0	0
Total, Non-certificated Salaries		206,474	206,474	150,624	336,076	6,381	342,457	(135,983)

**CHARTER SCHOOLS FIRST INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2025 to June 30, 2026**

Charter School Name: Options for Youth - San Gabriel
CDS #: 19752911996016

Description	Object Code	Original Budget	Board Approved Operating Budget (B)	Actuals to Date	First Interim Budget Unrestricted	First Interim Budget Restricted	First Interim Budget Total (D)	Difference (Col B & D)
3. Employee Benefits								
STRS	3101-3102	0	0	0	0	0	0	0
PERS	3201-3202	0	0	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302	0	0	0	0	0	0	0
Health and Welfare Benefits	3401-3402	334,056	334,056	110,721	300,535	30,915	331,450	2,606
Unemployment Insurance	3501-3502	0	0	0	0	0	0	0
Workers' Compensation Insurance	3601-3602	27,841	27,841	8,590	13,874	529	14,403	13,438
Retiree Benefits	3701-3702	0	0	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	0	0	0	0
Other Employee Benefits	3901-3902	194,296	194,296	5,350	125,567	8,096	133,663	60,633
Total, Employee Benefits		556,193	556,193	124,661	439,976	39,540	479,516	76,677
4. Books and Supplies								
Approved Textbooks and Core Curricula Materials	4100	37,800	37,800	1,844	27,044	0	27,044	10,756
Books and Other Reference Materials	4200	22,400	22,400	0	0	0	0	22,400
Materials and Supplies	4300	180,715	180,715	23,725	148,160	60	148,220	32,495
Noncapitalized Equipment	4400	35,220	35,220	12,482	37,582	0	37,582	(2,362)
Food	4700	126,216	126,216	5,924	23,668	0	23,668	102,548
Total, Books and Supplies		402,351	402,351	43,975	236,454	60	236,514	165,837
5. Services and Other Operating Expenditures								
Subagreements for Services	5100	1,332,251	1,332,251	380,106	703,786	314,058	1,017,844	314,407
Travel and Conferences	5200	34,688	34,688	2,445	25,724	1,763	27,487	7,201
Dues and Memberships	5300	119,000	119,000	46,136	84,046	17,590	101,636	17,364
Insurance	5400	51,600	51,600	38,243	53,143	0	53,143	(1,543)
Operations and Housekeeping Services	5500	100,696	100,696	29,028	96,159	0	96,159	4,537
Rentals, Leases, Repairs, and Noncap. Improvements	5600	277,883	277,883	83,526	266,660	0	266,660	11,223
Professional/Consulting Services and Operating Expend.	5800	1,388,204	1,388,204	976,832	1,517,192	752	1,517,944	(129,740)
Communications	5900	78,984	78,984	16,836	69,492	0	69,492	9,492
Total, Services and Other Operating Expenditures		3,383,306	3,383,306	1,573,152	2,816,202	334,163	3,150,365	232,941
6. Capital Outlay								
(Objects 6100-6170, 6200-6500 for modified accrual basis only)								
Land and Land Improvements	6100-6170	0	0	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0	0	0
Equipment	6400	0	0	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0	0	0
Depreciation Expense (for accrual basis only)	6900	62,175	62,175	27,281	77,713	0	77,713	(15,538)
Total, Capital Outlay		62,175	62,175	27,281	77,713	0	77,713	(15,538)
7. Other Outgo								
Tuition to Other Schools	7110-7143	0	0	0	0	0	0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0	0	0
All Other Transfers	7280-7299	0	0	0	0	0	0	0
Debt Service:								
Interest	7438	0	0	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0	0	0
Total, Other Outgo		0	0	0	0	0	0	0
8. TOTAL EXPENDITURES		7,601,225	7,601,225	2,832,704	6,419,885	667,766	7,087,651	513,574
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		377,434	377,434	2,254,874	(164,508)	(180,636)	(345,144)	722,578

**CHARTER SCHOOLS FIRST INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2025 to June 30, 2026**

Charter School Name: Options for Youth - San Gabriel
CDS #: 19752911996016

Description	Object Code	Original Budget	Board Approved Operating Budget (B)	Actuals to Date	First Interim Budget Unrestricted	First Interim Budget Restricted	First Interim Budget Total (D)	Difference (Col B & D)
D. OTHER FINANCING SOURCES / USES								
1. Other Sources	8930-8979	0	0	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0	(180,636)	180,636	0	0
4. TOTAL OTHER FINANCING SOURCES / USES		0	0	0	(180,636)	180,636	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		377,434	377,434	2,254,874	(345,144)	0	(345,144)	722,578
F. FUND BALANCE, RESERVES								
1. Beginning Fund Balance								
a. As of July 1	9791	2,882,315	2,882,315		2,882,315	0	2,882,315	0
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0	0		0	0	0	0
c. Adjusted Beginning Balance		2,882,315	2,882,315		2,882,315	0	2,882,315	
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		3,259,749	3,259,749		2,537,171	0	2,537,171	
Components of Ending Fund Balance:								
Reserve for Revolving Cash (equals object 9130)	9711	0	0		0	0	0	
Reserve for Stores (equals object 9320)	9712	0	0		0	0	0	
Reserve for Prepaid Expenditures (equals object 9330)	9713	0	0		0	0	0	
All Others	9719	0	0		0	0	0	
Legally Restricted Balance	9740	0	0			0	0	
Designated for Economic Uncertainties	9770	230,219	230,219		212,630		212,630	
Other Designations	9775, 9780	0	0		0	0	0	
Net Investment in Capital Assets (Accrual Basis Only)	9796	1,016,305	1,016,305		194,788	0	194,788	
Undesignated / Unappropriated Amount	9790	2,013,226	2,013,226		2,129,753	0	2,129,753	0

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: Options for Youth San Gabriel
 CDS #: 19752911996016
 Charter Approving Entity: San Gabriel Unified School District
 County: Los Angeles
 Charter #: 117
 Fiscal Year: 2025-26

Description	Object Code	2025-26 (populated from Alternative Form Tab)			Totals for 2026-27	Totals for 2027-28
		First Interim Budget Unrestricted	First Interim Budget Restricted	First Interim Budget Total		
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	3,495,571		3,495,571	\$ 4,331,087	\$ 4,440,358
Education Protection Account - Current Year	8012	1,144,197		1,144,197	\$ 1,405,130	\$ 1,421,595
State Aid - Prior Years	8019	0		0	0	0
Transfer of Charter Schools in Lieu of Property Taxes	8096	1,479,464		1,479,464	\$ 1,763,594	\$ 1,725,255
Other LCFF Transfers	8091, 8097	0		0	0	0
Total, LCFF Sources		6,119,232		6,119,232	7,499,811	7,587,208
2. Federal Revenues						
No Child Left Behind	8290		0	0	0	0
Special Education - Federal	8181, 8182		0	0	0	0
Child Nutrition - Federal	8220		0	0	0	0
Other Federal Revenues	8290	0	0	0	0	0
Total, Federal Revenues		0	0	0	0	0
3. Other State Revenues						
Special Education - State	StateRevSE		348,580	348,580	449,840	454,788
Child Nutrition Programs	8520		0	0	0	0
Mandated Costs Reimbursements	8550	0		0	0	0
Lottery - Unrestricted and Instructional Materials	8560	0	0	0	0	0
Low Performing Student Block Grant	8590	0	0	0	0	0
All Other State Revenues	StateRevAO	136,145	138,550	274,695	160,480	162,245
Total, Other State Revenues		136,145	487,130	623,275	610,320	617,033
4. Other Local Revenues						
Transfers from Sponsoring LEAs to Charter Schools	8791	0		0	0	0
All Other Local Revenues	LocalRevAO	0	0	0	0	0
Total, Local Revenues		0	0	0	0	0
5. TOTAL REVENUES		6,255,377	487,130	6,742,507	8,110,131	8,204,241
B. EXPENDITURES						
1. Certificated Salaries						
Teachers' Salaries	1100	2,513,464	287,622	2,801,086	3,080,447	3,172,860
Certificated Pupil Support Salaries	1200	0	0	0	0	0
Certificated Supervisors' and Administrators' Salaries	1300	0	0	0	0	0
Other Certificated Salaries	1900	0	0	0	0	0
Total, Certificated Salaries		2,513,464	287,622	2,801,086	3,080,447	3,172,860
2. Non-certificated Salaries						
Instructional Aides' Salaries	2100	336,076	6,381	342,457	212,669	219,049
Non-certificated Support Salaries	2200	0	0	0	0	0
Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0	0	0
Clerical and Office Salaries	2400	0	0	0	0	0
Other Non-certificated Salaries	2900	0	0	0	0	0
Total, Non-certificated Salaries		336,076	6,381	342,457	212,669	219,049

Description	Object Code	First Interim Budget Unrestricted	First Interim Budget Restricted	First Interim Budget Total	Totals for 2026-27	Totals for 2027-28
3. Employee Benefits						
STRS	3101-3102	0	0	0	0	0
PERS	3201-3202	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302	0	0	0	0	0
Health and Welfare Benefits	3401-3402	300,535	30,915	331,450	342,073	350,283
Unemployment Insurance	3501-3502	0	0	0	0	0
Workers' Compensation Insurance	3601-3602	13,874	529	14,403	28,509	29,193
Retiree Benefits	3701-3702	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	0	0
Other Employee Benefits	3901-3902	125,567	8,096	133,663	198,959	203,734
Total, Employee Benefits		439,976	39,540	479,516	569,541	583,210
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	27,044	0	27,044	38,707	39,636
Books and Other Reference Materials	4200	0	0	0	22,938	23,489
Materials and Supplies	4300	148,160	60	148,220	185,052	189,493
Noncapitalized Equipment	4400	37,582	0	37,582	36,065	36,931
Food	4700	23,668	0	23,668	129,245	132,347
Total, Books and Supplies		236,454	60	236,514	412,007	421,896
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	703,786	314,058	1,017,844	1,364,225	1,396,966
Travel and Conferences	5200	25,724	1,763	27,487	35,520	36,372
Dues and Memberships	5300	84,046	17,590	101,636	121,856	124,781
Insurance	5400	53,143	0	53,143	52,838	54,106
Operations and Housekeeping Services	5500	96,159	0	96,159	103,113	105,588
Rentals, Leases, Repairs, and Noncap. Improvements	5600	266,660	0	266,660	284,552	291,381
Professional/Consulting Services and Operating Expend.	5800	1,517,192	752	1,517,944	1,411,068	1,427,508
Communications	5900	69,492	0	69,492	80,880	82,821
Total, Services and Other Operating Expenditures		2,816,202	334,163	3,150,365	3,454,052	3,519,523
6. Capital Outlay						
(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
Land and Land Improvements	6100-6170	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0
Equipment	6400	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0
Depreciation Expense (for accrual basis only)	6900	77,713	0	77,713	62,175	62,175
Total, Capital Outlay		77,713	0	77,713	62,175	62,175
7. Other Outgo						
Tuition to Other Schools	7110-7143	0	0	0	0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0
All Other Transfers	7280-7299	0	0	0	0	0
Debt Service:						
Interest	7438	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0
Total, Other Outgo		0	0	0	0	0
8. TOTAL EXPENDITURES		6,419,885	667,766	7,087,651	7,790,891	7,978,713
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(164,508)	(180,636)	(345,144)	319,240	225,528

Description	Object Code	First Interim Budget Unrestricted	First Interim Budget Restricted	First Interim Budget Total	Totals for 2026-27	Totals for 2027-28
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(180,636)	180,636	0	0	0
4. TOTAL OTHER FINANCING SOURCES / USES		(180,636)	180,636	0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(345,144)	0	(345,144)	319,240	225,528
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance		0	0			
a. As of July 1	9791	2,882,315	0	2,882,315	2,537,171	2,856,411
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0	0	0	0	0
c. Adjusted Beginning Balance		2,882,315	0	2,882,315	2,537,171	2,856,411
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		2,537,171	0	2,537,171	2,856,411	3,081,939
Components of Ending Fund Balance:						
Reserve for Revolving Cash (equals object 9130)	9711	0	0	0	0	0
Reserve for Stores (equals object 9320)	9712	0	0	0	0	0
Reserve for Prepaid Expenditures (equals object 9330)	9713	0	0	0	0	0
All Others	9719	0	0	0	0	0
Legally Restricted Balance	9740		0	0	0	0
Designated for Economic Uncertainties	9770	212,630		212,630	233,727	239,361
Other Designations	9775, 9780	0	0	0	0	0
Net Investment in Capital Assets (Accrual Basis Only)	9796	194,788	0	194,788	117,075	54,900
Undesignated / Unappropriated Amount	9790	2,129,753	0	2,129,753	2,505,609	2,787,678

C.2 OFY-SG Audited Financials for Fiscal Year
2024-2025



Board of Directors
Options for Youth - San Gabriel, Inc.
Pasadena, CA

We have audited the financial statements of Options for Youth - San Gabriel, Inc. as of and for the year ended June 30, 2025, and have issued our report thereon dated December 12, 2025. We have previously communicated to you information about our responsibilities under auditing standards generally accepted in the United States of America and *Government Auditing Standards, and the 2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Appeals Panel*, as well as certain information related to the planned scope and timing of our audit in our planning communication dated July 9, 2025. Professional standards also require that we communicate to you the following information related to our audit.

Significant audit findings or issues

Qualitative aspects of accounting practices

Accounting policies

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Options for Youth - San Gabriel, Inc. are described in Note 1 to the financial statements.

No new accounting policies were adopted and the application of existing policies was not changed during the year ended June 30, 2025.

We noted no transactions entered into by the entity during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. There were no accounting estimates affecting the financial statements which were particularly sensitive or required substantial judgments by management.

Financial statement disclosures

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. There were no particularly sensitive financial statement disclosures.

The financial statement disclosures are neutral, consistent, and clear.

Significant unusual transactions

We identified no significant unusual transactions.

Difficulties encountered in performing the audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Uncorrected misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management did not identify and we did not notify them of any uncorrected financial statement misstatements.

Corrected misstatements

Management did not identify and we did not notify them of any financial statement misstatements detected as a result of audit procedures.

Disagreements with management

For purposes of this communication, a disagreement with management is a disagreement on a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditors' report. No such disagreements arose during our audit.

Management representations

We have requested certain representations from management that are included in the management representation letter dated December 12, 2025.

Management consultations with other independent accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the entity's financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Significant issues discussed with management prior to engagement

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to engagement as the entity's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our engagement

Supplementary information in relation to the financial statements as a whole

With respect to the Schedule of Instructional Time, Schedule of Average Daily Attendance (ADA), and Reconciliation of Annual Financial Report with Audited Financial Statements (collectively, the supplementary information) accompanying the financial statements, on which we were engaged to report in relation to the financial statements as a whole, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period or the reasons for such changes, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves. We have issued our report thereon dated December 12, 2025.

Other information included in annual reports

Other information (financial or nonfinancial information other than the financial statements and our auditors' report thereon) is being included in your annual report and is comprised of the Local Education Agency Organization Structure. Our responsibility for other information included in your annual report does not extend beyond the financial information identified in our opinion on the financial statements. We have no responsibility for determining whether such other information is properly stated and do not have an obligation to perform any procedures to corroborate other information contained in your annual report. We are required by professional standards to read the other information included in your annual report and consider whether a material inconsistency exists between the other information and the financial statements because the credibility of the financial statements and our auditors' report thereon may be undermined by material inconsistencies between the audited financial statements and other information. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report. Our auditors' report on the financial statements includes a separate section, "Other Information," which states we do not express an opinion or any form of assurance on the other information included in the annual report. We did not identify any material inconsistencies between the other information and the audited financial statements.

This communication is intended solely for the information and use of the Board of Directors and management of Options for Youth - San Gabriel, Inc. and is not intended to be, and should not be, used by anyone other than these specified parties.



CliftonLarsonAllen LLP

Ontario, California
December 12, 2025

**OPTIONS FOR YOUTH - SAN GABRIEL, INC.
(A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION)**

CHARTER NUMBER #0117

**FINANCIAL STATEMENTS AND
SUPPLEMENTARY INFORMATION**

YEAR ENDED JUNE 30, 2025



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OPTIONS FOR YOUTH - SAN GABRIEL, INC.
(A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION)
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INDEPENDENT AUDITORS' REPORT

Board of Directors
Options for Youth - San Gabriel, Inc.
Pasadena, California

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Options for Youth - San Gabriel, Inc. (the School), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2025, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2025, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Options for Youth - San Gabriel, Inc. and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for one year after the date the financial statements are available to be issued.

Auditors' Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the School's financial statements as a whole. The accompanying supplementary schedules, as identified in the table of contents, are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the local education agency organization structure but does not include the financial statements and our auditors' report thereon. Our opinion on the financial statements does not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued a report dated December 12, 2025, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.



CliftonLarsonAllen LLP

Ontario, California
December 12, 2025

OPTIONS FOR YOUTH - SAN GABRIEL, INC.
(A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION)
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2025

ASSETS

CURRENT ASSETS

Cash and Cash Equivalents	\$ 2,102,584
Accounts Receivable - State and Local	5,139,529
Accounts Receivable - Other	5,079
Prepaid Expenses and Other Assets	161,636
Total Current Assets	7,408,828

OTHER ASSETS

Security Deposits	67,727
Operating Lease Right of Use Assets, Net	814,054
Property, Plant, and Equipment, Net	194,788
Total Other Assets	1,076,569

Total Assets	\$ 8,485,397
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LIABILITIES AND NET ASSETS

CURRENT LIABILITIES

Accounts Payable and Accrued Expenses	\$ 3,406,101
Operating Lease Liabilities	193,667
Deferred Revenue	1,532,757
Total Current Liabilities	5,132,525

OTHER LIABILITIES

Operating Lease Liabilities	652,573
Total Other Liabilities	652,573

Total Liabilities	5,785,098
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NET ASSETS WITHOUT DONOR RESTRICTION

	2,700,299
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Total Liabilities and Net Assets	\$ 8,485,397
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See accompanying Notes to Financial Statements.

OPTIONS FOR YOUTH - SAN GABRIEL, INC.
(A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION)
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2025

REVENUES WITHOUT DONOR RESTRICTION

Apportionment Revenue	\$ 7,688,825
Other State Revenue	448,396
Contributions	150
Total Revenues Without Donor Restriction	8,137,371

EXPENSES

Program Services:	
Educational Programs	7,071,920
Management and General	784,060
Total Expenses	7,855,980

CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTION

281,391

Net Assets Without Donor Restrictions - Beginning of Year

2,418,908

NET ASSETS WITHOUT DONOR RESTRICTIONS - END OF YEAR

\$ 2,700,299

See accompanying Notes to Financial Statements.

OPTIONS FOR YOUTH - SAN GABRIEL, INC.
(A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION)
STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2025

	<u>Program Services</u>	<u>Management and General</u>	<u>Total Expenses</u>
Salaries and Wages	\$ 3,230,332	\$ -	\$ 3,230,332
Pension Expense	88,590	-	88,590
Other Employee Benefits	435,562	-	435,562
Payroll Taxes	243,147	-	243,147
Instructional Materials	512,894	-	512,894
Other Fees for Services	1,734,622	581,014	2,315,636
Advertising and Promotion Expenses	-	63,290	63,290
Office Expenses	-	134,375	134,375
Information Technology Expenses	2,631	-	2,631
Occupancy Expenses	427,327	-	427,327
Travel Expenses	113,574	5,381	118,955
Depreciation Expense	80,199	-	80,199
Insurance Expense	42,527	-	42,527
Other Expenses	160,515	-	160,515
	<u>\$ 7,071,920</u>	<u>\$ 784,060</u>	<u>\$ 7,855,980</u>
Total	<u>\$ 7,071,920</u>	<u>\$ 784,060</u>	<u>\$ 7,855,980</u>

See accompanying Notes to Financial Statements.

OPTIONS FOR YOUTH - SAN GABRIEL, INC.
(A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION)
STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2025

CASH FLOWS FROM OPERATING ACTIVITIES	
Change in Net Assets Without Donor Restrictions	\$ 281,391
Adjustments to Reconcile Change in Net Assets to Net Cash	
Used by Operating Activities:	
Depreciation Expense	80,199
Change in Operating Assets:	
Accounts Receivable	226,917
Prepaid Expenses and Other Assets	10,138
Right of Use Assets, Net	189,855
Change in Operating Liabilities:	
Accounts Payable and Accrued Liabilities	(1,404,304)
Operating Lease Liabilities	(176,360)
Deferred Revenue	(1,537)
Net Cash Used by Operating Activities	<u>(793,701)</u>
CASH FLOWS FROM INVESTING ACTIVITIES	
Capital Expenditures	<u>(70,224)</u>
Net Cash Used by Investing Activities	(70,224)
NET CHANGE IN CASH AND CASH EQUIVALENTS	(863,925)
Cash and Cash Equivalents - Beginning of Year	<u>2,966,509</u>
CASH AND CASH EQUIVALENTS - END OF YEAR	<u><u>\$ 2,102,584</u></u>

See accompanying Notes to Financial Statements.

OPTIONS FOR YOUTH - SAN GABRIEL, INC.
(A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

The Options for Youth - San Gabriel Charter School is operated by Options for Youth - San Gabriel, Inc. (the School) doing business as Options for Youth San Gabriel. The School is a nonprofit public benefit corporation. The School petitioned San Gabriel Unified School District for a charter and was approved by the state of California Department of Education on December 12, 1996. San Gabriel Unified School District renewed the School Petition for an additional five-year term commencing on July 1, 2021 and continuing until June 30, 2027.

The School provides independent study programs for individuals not attending traditional school. The state apportionment revenues generated by the Average Daily Attendance (ADA) support the School. 1% of state apportionment revenues are paid to the San Gabriel Unified School District (the District) in agreement with the School's charter for oversight. The school is funded principally through the state of California public education monies received through the California Department of Education (CDE) and the District.

The School's mission is to provide meaningful educational options by partnering with the community to empower its students to become responsible individuals and life-long learners who work with integrity to achieve their goals and dreams. A volunteer board of directors governs the School.

Basis of Accounting

The financial statements have been prepared on the accrual method of accounting and accordingly, reflect all significant receivables and liabilities.

Basis of Presentation

The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the Financial Accounting Standards Board.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

Functional Allocation of Expenses

Costs of providing the School's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit.

Cash and Cash Equivalents

The School defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

OPTIONS FOR YOUTH - SAN GABRIEL, INC.
(A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Security Deposits

Security deposits are paid in advance for various lease agreements for the School's sites.

Net Asset Classes

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor- or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net Assets With Donor Restrictions – Net assets subject to donor- (or certain grantor-) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

Contributions restricted by donors are reported as increases in net assets without donor restrictions if the restrictions expire (that is, when a stipulated time restriction ends or purpose restriction is accomplished) in the reporting period in which the revenue is recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions.

Accounts Receivable

Accounts receivable primarily represent amounts due from state and local governments as of June 30, 2025. Management believes that all receivables are fully collectible, therefore, no provisions for uncollectible accounts were recorded.

Property, Plant, and Equipment

It is the School's policy to capitalize individual property and equipment purchases over \$25,000. Lesser amounts are expensed. Purchased property and equipment is capitalized at cost. Donations of property and equipment are recorded as contributions at their estimated fair value. Such donations are reported as unrestricted contributions unless the donor has restricted the donated asset to a specific purpose. Property and equipment are depreciated using the straight-line method, over 3 to 5 years.

OPTIONS FOR YOUTH - SAN GABRIEL, INC.
(A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Leases

The School determines if an arrangement is a lease at inception. Operating leases are included in right-of-use (ROU) assets – operating and lease liability – operating, and finance leases are included in right-of-use (ROU) assets – financing and lease liability – financing in the statement of financial position.

ROU assets represent the School's right to use an underlying asset for the lease term and lease liabilities represent the School's obligation to make lease payments arising from the lease. ROU assets and liabilities are recognized at commencement date based on the present value of lease payments over the lease term. Lease terms may include options to extend or terminate the lease when it is reasonably certain that the School will exercise that option. Lease expense for operating lease payments is recognized on a straight-line basis over the lease term. The School has elected to recognize payments for short-term leases with a lease term of 12 months or less as expense as incurred and these leases are not included as lease liabilities or right of use assets on the balance sheet.

The individual lease contracts do not provide information about the discount rate implicit in the lease. Therefore, the School has elected to use a risk-free discount rate determined using a period comparable with that of the lease term for computing the present value of all lease liabilities.

The School has elected to separate non-lease components from lease components.

Income Taxes

The School is a managed charter of Options for Youth-San Gabriel, Inc., which is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code (IRC) and classified by the Internal Revenue Service (IRS) as other than a private foundation. It is also exempt from state franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. The School is subject to income tax on net income that is derived from business activities that are unrelated to the exempt purposes. The School files an exempt School return and applicable unrelated business income tax return in the U.S. federal jurisdiction and with the California Franchise Tax Board.

Revenue Recognition

Amounts received from the California Department of Education are conditional and recognized as revenue by the School based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in net assets without donor restriction, if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restriction.

OPTIONS FOR YOUTH - SAN GABRIEL, INC.
(A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Contributions

All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as promises to give without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Conditional Grants

Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when the School has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the statement of financial position. As of June 30, 2025, the School has conditional grants of \$1,549,478, of which \$1,532,757 is recognized as deferred revenue in the statement of financial position because conditions have not yet been met.

Property Taxes

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agency of the School is required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

Compensated Absences

Accumulated unpaid employee vacation benefits are recognized as a liability of the School. The entire compensated absences liability is reported on the statements of financial position. After 90 days of employment, full-time employees employed for less than five years accrue a maximum of 350 hours and full-time employees employed for five years or more can accrue a maximum of 420 hours.

OPTIONS FOR YOUTH - SAN GABRIEL, INC.
(A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Subsequent Events

The School has evaluated subsequent events through December 12, 2025, the date the financial statements were available to be issued.

NOTE 2 LIQUIDITY AND AVAILABILITY

Financial assets available for general expenditure are those without donor or other restrictions limiting their use within one year of the statement of financial position date. Financial assets available for general expenditures comprise cash and cash equivalents and grants receivable for the total amount of \$7,247,192.

As part of its liquidity management plan, the School monitors liquidity required and cash flows to meet operating needs on a monthly basis. The School structures its financial assets to be available as general expenditures, liabilities and other obligations come due.

NOTE 3 CONCENTRATION OF CREDIT RISK

The School maintains its cash in bank deposit accounts at various institutions. Accounts at these institutions are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000. At times, cash in these accounts exceeds the insured amounts. The School has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

NOTE 4 PROPERTY, PLANT, AND EQUIPMENT

Property, plant, and equipment in the accompanying financial statements is presented net of accumulated depreciation. Depreciation expense was \$80,199 for the year ended June 30, 2025.

The components of property, plant, and equipment as of June 30, 2025 are as follows:

Furniture and Office Equipment	\$ 444,047
Leasehold Improvements	<u>394,293</u>
Total	838,340
Less: Accumulated Depreciation and Amortization	<u>(643,552)</u>
Total Property, Plant, and Equipment, Net	<u><u>\$ 194,788</u></u>

OPTIONS FOR YOUTH - SAN GABRIEL, INC.
(A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025

NOTE 5 LEASES

The School leases its facilities under various lease agreements that expire through 2029.

The following tables provide quantitative information concerning the School's leases for the year ended June 30, 2025:

Right of Use Asset - Facilities	\$	1,141,180
Accumulated Amortization		(327,126)
Total		\$ 814,054
Operating Lease Cost	\$	233,423
Cash Paid for Amounts Included in the Measurement of Lease Liabilities:		
Operating Cash Flows from Operating Leases	\$	219,928
Weighted-Average Remaining Lease Term - Operating Leases		3.8 years
Weighted-Average Discount Rate - Operating Leases		4.62%

A maturity analysis of annual undiscounted cash flows for lease liabilities as of June 30, 2025, is as follows:

<u>Year Ending June 30.</u>		
2026	\$	228,726
2027		237,875
2028		247,389
2029		212,984
Undiscounted cash flows		926,974
(Less) imputed interest		(80,734)
Total present value	\$	846,240
Short-term lease liabilities	\$	193,667
Long-term lease liabilities		652,573
	\$	846,240

NOTE 6 EMPLOYEE BENEFIT PLAN

The School offers a matching fund retirement account to all eligible employees in a 401(k) plan. When an employee enrolls in the plan and successfully completes 90 days of employment, the School will match 50% of the first 5% of compensation contributed by the employee. Employer contribution expense for the year ended June 30, 2025 was \$88,590.

OPTIONS FOR YOUTH - SAN GABRIEL, INC.
(A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025

NOTE 7 MAJOR CONTRACTS – THIRD-PARTY SERVICE PROVIDERS

The School receives management services from its CMO, Propel, A Charter Management Group, Inc., which include business management, operational leadership, quality assurance, and training.

The School receives back-office services from 9Dot Education Solutions, LLC, which includes human resources, accounting, payroll, and board relation services.

The School receives educational services from Skyrocket, Inc., which include strategic instructional planning and design, compliance, student recruitment, and district relations services.

The School receives educational services from Partners in Special Education, Inc, which provides online consulting services for SPED.

The School purchased services from Education Dynamics, Inc. (EDI) and its subsidiary, AllTech Enterprises, LLC, for computer consulting and technical support.

The School received services from lupine Properties, LLC for property management.

The School received services from Pathways College Inc, for dual instruction programs.

The School received services from Pathways in Education, Inc a national network of non-profit public schools.

The School purchased services from Blackbird Farm, LLC, a non-profit organization that provides student activities meant to teach about sustainable farming practices.

During the year ended June 30, 2025, these service fees comprised 31% of total expenses.

NOTE 8 FUNCTIONALIZED EXPENSES

The financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. The expenses that are allocated include management fees, consulting service, and travel, which are allocated on the basis of contractual terms.

NOTE 9 RELATED PARTY

Options for Youth – California, Inc. is a nonprofit public benefit corporation organized to support the mission, goals and objectives of the School and its related activities. The School's sole member is Options for Youth – California per its organizational bylaws. For the year ended June 30, 2025, there were no transactions between the entities.

OPTIONS FOR YOUTH - SAN GABRIEL, INC.
(A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025

NOTE 10 CONTINGENCIES, RISKS, AND UNCERTAINTIES

The School has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

SUPPLEMENTARY INFORMATION

OPTIONS FOR YOUTH - SAN GABRIEL, INC.
(A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION)
SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2025
(SEE INDEPENDENT AUDITORS' REPORT)

	<u>Required Instructional Days</u>	<u>Track A Calendar Days</u>	<u>Track B Calendar Days</u>	<u>Track C Calendar Days</u>	<u>Track D Calendar Days</u>	<u>Status</u>
Grade 7	175	175	175	175	175	In compliance
Grade 8	175	175	175	175	175	In compliance
Grade 9	175	175	175	175	175	In compliance
Grade 10	175	175	175	175	175	In compliance
Grade 11	175	175	175	175	175	In compliance
Grade 12	175	175	175	175	175	In compliance

See accompanying Notes to Supplementary Information

OPTIONS FOR YOUTH - SAN GABRIEL, INC.
(A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION)
SCHEDULE OF AVERAGE DAILY ATTENDANCE
YEAR ENDED JUNE 30, 2025
(SEE INDEPENDENT AUDITORS' REPORT)

P-2 Report - Nonclassroom Average Daily Attendance

	Apportionment Days Claimed through P-2	Number of School Calendar Days through P-2	Average Daily Attendance P-2 Report
Track A	44,298	106	417.91
Track B	1,764	106	16.64
Track C	2,481	106	23.41
Track D	3,420	106	32.26
ADA Totals			<u>490.22</u>
			Average Daily Attendance
Grades 7-8			<u>53.57</u>
Grades 9-12			<u>436.65</u>
ADA Totals			<u>490.22</u>

P-Annual Report - Nonclassroom Average Daily Attendance

	Apportionment Days Claimed through P-Annual	Number of School Calendar Days through P-Annual	Average Daily Attendance P-Annual Report
Track A	51,653	175	295.16
Track B	2,522	175	14.41
Track C	3,691	175	21.09
Track D	7,495	175	42.83
ADA Totals			<u>373.49</u>
			Average Daily Attendance
Grades 7-8			<u>47.50</u>
Grades 9-12			<u>325.99</u>
ADA Totals			<u>373.49</u>

There is no Average Daily Attendance generated through classroom-based instruction.

OPTIONS FOR YOUTH - SAN GABRIEL, INC.
(A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION)
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH
AUDITED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2025
(SEE INDEPENDENT AUDITORS' REPORT)

June 30, 2025 Annual Financial Report Fund Balances (Net Assets)	\$ 2,882,315
Adjustments and Reclassifications:	
Increase (Decrease) of Fund Balance (Net Assets):	
Accounts Receivable - State and Local	792,971
Prepaid Expenses and Other Assets	89,905
Right to Use Assets, Net	814,054
Property, Plant, and Equipment, Net	(821,517)
Accounts Payable and Accrued Expenses	(211,191)
Operating Lease Liabilities	(846,240)
Deferred Revenue	2
Net Adjustments and Reclassifications	(182,016)
June 30, 2025 Audited Financial Statement Fund Balances (Net Assets)	\$ 2,700,299

See accompanying Notes to Supplementary Information

OPTIONS FOR YOUTH - SAN GABRIEL, INC.
(A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION)
NOTES TO SUPPLEMENTARY INFORMATION
JUNE 30, 2025

PURPOSE OF SCHEDULES

NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME

This schedule presents information on the amount of instructional time offered by the Charter School and whether the School complied with the provisions of the California Education Code. This schedule presents information on the amount of instructional time offered by the School and whether the charter school complied with the provisions of the California Education Code. The School operates 100% independent study program and therefore, the Schedule of Instructional Time only presents total days.

NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE

Average daily attendance is a measurement of the number of pupils attending classes of the School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited financial statements.

OTHER INFORMATION

OPTIONS FOR YOUTH - SAN GABRIEL, INC.
(A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION)
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
YEAR ENDED JUNE 30, 2025
(SEE INDEPENDENT AUDITORS' REPORT)

Charter Name: Options for Youth San Gabriel Charter School

Charter School number authorized by the state: #0117

Date established and granting authority of each charter: The State of California Department of Education approved the charter school on December 12, 1996.

The numbers by type of schools: The organization runs one type of school: a nonclassroom based independent study charter school for grades 7-12.

The board of directors and the administrators as of the year ended June 30, 2025 were as follows:

BOARD OF DIRECTORS

Member	Office	Term Expires (1-Year Term)
Jane Gothold	Chairperson	November 2025
Barbara Gondo	President	June 2025
Lilit Varuzhayan	Secretary/Treasurer	June 2025

ADMINISTRATORS

Colleen Mullen	Executive Director
Candice Varner	Director of School
Jodi Moreno	School President and Principal



**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Directors
Options for Youth - San Gabriel, Inc.
Pasadena, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States of America, the financial statements of Options for Youth - San Gabriel, Inc. (the School), a nonprofit California public benefit corporation, which comprise the statement of financial position as of June 30, 2025, and the related statements of activities, functional expenses, and cash flows for the year then ended, the related notes to the financial statements, and have issued our report thereon dated December 12, 2025.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency or a combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School’s financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity’s internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity’s internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



CliftonLarsonAllen LLP

Ontario, California
December 12, 2025



INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE AND REPORT ON INTERNAL CONTROL OVER STATE COMPLIANCE

Board of Directors
Options for Youth - San Gabriel, Inc.
Pasadena, California

Report on Compliance

Opinion on State Compliance

We have audited Options for Youth - San Gabriel, Inc.'s (the School) compliance with the types of compliance requirements applicable to the School described in the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2025. The School's applicable State compliance requirements are identified in the table below.

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that are applicable to the School for the year ended June 30, 2025.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Our responsibilities under those standards and *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above, and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the School's government programs.

Auditors' Responsibility for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore, is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of the government program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the School's compliance with the laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures Performed</u>
School Districts, County Offices of Education, and Charter Schools:	
Proposition 28 Arts and Music in Schools	Yes
After/Before School Education and Safety Program	Not Applicable
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not Applicable
Immunizations	Not Applicable
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Not Applicable
Career Technical Education Incentive Grant (CTEIG)	Not Applicable
Expanded Learning Opportunities Program	Not Applicable
Transitional Kindergarten	Not Applicable
Kindergarten Continuance	Not Applicable
Charter Schools:	
Attendance	Yes
Mode of Instruction	Not Applicable
Nonclassroom-Based Instruction/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	Yes
Annual Instructional Minutes – Classroom Based	Not Applicable
Charter School Facility Grant Program	Not Applicable

Not Applicable: The School did not receive program funding or did not otherwise operate the program during the fiscal year.

Report on Internal Control over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance.

Board of Directors
Options for Youth - San Gabriel, Inc.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit, we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.



CliftonLarsonAllen LLP

Ontario, California
December 12, 2025

**OPTIONS FOR YOUTH - SAN GABRIEL, INC.
(A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION)
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2025**

All audit findings must be identified as one or more of the following categories:

<u>Five Digit Code</u>	<u>Finding Types</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
43000	Apprenticeship
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards* or the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*.

**OPTIONS FOR YOUTH - SAN GABRIEL, INC.
(A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION)
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2025**

There were no prior year audit findings.



CLA (CliftonLarsonAllen LLP) is a network member of CLA Global. See CLAGlobal.com/disclaimer. Investment advisory services are offered through CliftonLarsonAllen Wealth Advisors, LLC, an SEC-registered investment advisor.

C.3 OFY-SG School Accountability Report Card
("SARC") Report for Fiscal Year 2024-2025



OPTIONS FOR YOUTH-SAN GABRIEL, INC.
A California Nonprofit Public Benefit Corporation

January 2026

Agenda Item: OFY-SG School Accountability Report Card (“SARC”) Report for Fiscal Year 2024-2025

Purpose: The Board will review and consider the approval of the OFY-SG School Accountability Report Card (“SARC”) Report for Fiscal Year 2024-2025, which outlines California’s statutory requirement that every public school publish a School Accountability Report Card (SARC) by February 1 of each year.

The purpose of the SARC is to provide transparent information regarding the condition and performance of each school. The document also describes the relationship between the SARC and the Local Control Funding Formula (LCFF), noting that all local educational agencies are required to prepare a Local Control and Accountability Plan (LCAP) that identifies annual, school-specific goals and the actions designed to meet state and local priorities. Data included in the LCAP must be consistent with the data reported in the SARC.

Fiscal Impact: N/A

Superintendent’s Recommendation: Y

Proposed Motion: Motion to approve the OFY-SG School Accountability Report Card (“SARC”) Report for Fiscal Year 2024-2025.

2024–25 School Accountability Report Card Template (Word Version)

(To be used to meet the state reporting requirement
by February 1, 2026)

Prepared by:
California Department of Education
Analysis, Measurement, and Accountability Reporting Division

Posted to the CDE Website:
August 2025

Contact:
SARC Team
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Important!

**Please delete this page
before using the SARC template**

School Accountability Report Card Reported Using Data from the 2024–25 School Year

California Department of Education

For Options For Youth – San Gabriel

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refer to data provided by the CDE.

About This School

Table 1: District Contact Information (School Year 2025–26)

Entire table - data provided by the CDE (DPC)

Entity	Contact Information
District Name	
Phone Number	
Superintendent	
Email Address	
Website	

Table 2: School Contact Information (School Year 2025–26)

Entire table - data provided by the CDE (DPC)

Entity	Contact Information
School Name	
Street	
City, State, Zip	
Phone Number	
Principal	
Email Address	
Website	
Grade Span	
County-District-School (CDS) Code	

Table 3: School Description and Mission Statement (School Year 2025–26)

Narrative provided by the LEA (DPL) – use this space to provide information about the school, its program, and its goals.

Options for Youth – San Gabriel (OFY-SG) is a public charter school serving grades 7–12 through a flexible independent-study program that blends online coursework, small-group instruction, and one-on-one support. The school provides an alternative learning environment for students who benefit from a personalized approach.

Mission Statement:

Options for Youth – San Gabriel creates an educational choice for all students. Our staff connects with students to empower and inspire them to achieve their goals and make their dreams a reality.

In alignment with its mission, OFY-SG works with each student to develop an individualized learning plan that supports progress toward a high school diploma or successful re-entry into a comprehensive school. The program combines academic instruction with social-emotional support, college and career guidance, and leadership development to help students prepare for postsecondary opportunities.

Students have access to core and elective courses, tutoring, counseling services, and experiential learning opportunities such as field trips and educational travel. Through this supportive structure, OFY-SG helps students re-engage with their education, build confidence, and take ownership of their academic goals.

Table 4: Student Enrollment by Grade Level (School Year 2024–25)*Entire table - data provided by the CDE (DPC)*

Grade Level	Number of Students
Kindergarten	
Grade 1	
Grade 2	
Grade 3	
Grade 4	
Grade 5	
Grade 6	
Grade 7	
Grade 8	
Grade 9	
Grade 10	
Grade 11	
Grade 12	
Total Enrollment	

Table 5: Student Enrollment by Student Group (School Year 2024–25)*Entire table - data provided by the CDE (DPC)*

Student Group	Percent of Total Enrollment
Female	
Male	
Non-Binary	
American Indian or Alaska Native	
Asian	
Black or African American	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
Two or More Races	
White	
English Learners	
Foster Youth	
Homeless	
Migrant	
Socioeconomically Disadvantaged	
Students with Disabilities	

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Table 6: Teacher Preparation and Placement (School Year 2021–22)*Entire table - data provided by the CDE (DPC)*

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on the setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Table 7: Teacher Preparation and Placement (School Year 2022–23)*Entire table - data provided by the CDE (DPC)*

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on

setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Table 8: Teacher Preparation and Placement (School Year 2023–24)

Entire table - data provided by the CDE (DPC)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Table 9: Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Entire table - data provided by the CDE (DPC)

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers			
Misassignments			
Vacant Positions			
Total Teachers Without Credentials and Misassignments			

**Table 10: Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Entire table - data provided by the CDE (DPC)

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver			
Local Assignment Options			
Total Out-of-Field Teachers			

Table 11: Class Assignments*Entire table - data provided by the CDE (DPC)*

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)			
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)			

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Table 12: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)*Entire table – data provided by the LEA (DPL)***Year and month in which the data were collected: November 2025**

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/ Language Arts	Edmentum - English 9 (2022) Edmentum - English 10 (2019) Edmentum - English 11 (2019) Edmentum - English 12 (2019) Edmentum - AP English Literature & Composition (2020) Prentice Hall - Literature Common Core Edition Grade 10 (2012) Prentice Hall - Literature Common Core Edition Grade 11 (2012) Prentice Hall - Literature Common Core Edition Grade 12 (2012) CSU Expository Reading and Writing Course (2017-2022) Houghton Mifflin Harcourt California Collections Grade 8 (2017) Houghton Mifflin Harcourt California Collections Grade 7 (2017) LYLA English 7 Course Reader (2025) LYLA English 8 Course Reader (2025) LYLA English 9 Course Reader (2025) LYLA English 10 Course Reader (2025)	Yes (2025)	0%

	LYLA English 11 Course Reader (2025) LYLA English 12 Course Reader (2025)		
Mathematics	<p>Edmentum - Algebra 1 (2019) Edmentum - Geometry (2021) Edmentum - Algebra 2 (2020) Edmentum - Precalculus (2019) Edmentum - AP Calculus (2019) Edmentum - Integrated Math 1 (2022) Edmentum - Integrated Math 2 (2022) Edmentum - Integrated Math 3 (2022) Big Ideas - Algebra 1 Common Core (2020) Pearson - Geometry Common Core (2012) Pearson - Algebra 2 Common Core (2015) Bittinger/Beecher/Johnson - Basic College Mathematics (2014) McGraw-Hill Education - Mathematics for Business and Personal Finance (2016) Kendall Hunt Illustrative Mathematics Algebra 1 (2019) Big Ideas Math Integrated Mathematics 1 (2016) - Integrated Math 1 McGraw-Hill - Integrated Math Course 2 (2012) McGraw-Hill - Integrated Math Course 3 (2012) Pearson Mathematics Course 2 (2013) Pearson Mathematics Course 3 (2013) No Course Reader Required for LYLA Math Courses (2025) (Math 7, Math 8, Algebra 1, Algebra 2, Pre Calculus, Geometry, Integrated Math 1-3)</p>	Yes (2025)	0%
Science	<p>Edmentum - Biology (2020) Edmentum - Chemistry (2019) Edmentum - Earth and Space Science (2019) Edmentum - Physics (2019) Miller and Levine Biology - Biology (2020) Holt Science Spectrum - Physical Science (2008) Glencoe - Physics (2013) Foss Next Generation Science Chemical Interactions-Grade 7 (2020) Foss Next Generation Science earth History-Grade 7 (2020) Foss Next Generation Science Populations & Ecosystems-Grade 7 (2020) Foss Next Generation Science Heredity & Adaptation-Grade 8 (2020)</p>	Yes (2025)	0%

	<p>Foss Next Generation Science Electromagnetic Force-Grade 8 (2020)</p> <p>Foss Next Generation Science Gravity & Kinetic Energy-Grade 8 (2020)</p> <p>Foss Next Generation Science Waves-Grade 8 (2020)</p> <p>Foss Next Generation Science Planetary Sciences-Grade 8 (2020)</p> <p>LYLA Integrated Science 7 Course Reader (2025)</p> <p>LYLA Integrated Science 8 Course Reader (2025)</p> <p>LYLA Chemistry Course Reader (2025)</p> <p>LYLA Physical Science Course Reader (2025)</p> <p>LYLA Physics Course Reader (2025)</p> <p>LYLA Biology Course Reader (2025)</p>		
History-Social Science	<p>Edmentum - World History (2019)</p> <p>Edmentum - US History (2021)</p> <p>Edmentum - AP US History (2020)</p> <p>Edmentum - American Government (2019)</p> <p>Edmentum - Economics (2019)</p> <p>Edmentum - Civics (2022)</p> <p>Poptential World History, Certell - World History (2021)</p> <p>Pearson - United States History: Post-Reconstruction to the Present (2016)</p> <p>Holt McDougal - United States Government (2009)</p> <p>Certell - Common Sense Economics (2021)</p> <p>McGraw-Hill Understanding Economics (2018)</p> <p>Savvas Learning - My World Interactive: American History - Growth & Conflict Grade 8 (2019)</p> <p>Savvas Learning - My World Interactive: World History - Grade 7 (2019)</p> <p>LYLA World History 7 Course Reader (2025)</p> <p>LYLA US History 8 Course Reader (2025)</p> <p>LYLA Economics Course Reader (2025)</p> <p>LYLA US Government Course Reader (2025)</p>	Yes (2025)	0%
Foreign Language	<p>Edmentum - French 1 (2019)</p> <p>Edmentum - French 2 (2019)</p> <p>Edmentum - Spanish 1 (2019)</p> <p>Edmentum - Spanish 2 (2019)</p> <p>Edmentum - Spanish 3 (2019)</p> <p>Edmentum - German 1 (2020)</p>	Yes (2025)	0%

	<p>Edmentum - German 2 (2020)</p> <p>Edmentum - American Sign Language 1 (2022)</p> <p>Edmentum - American Sign Language 2 (2022)</p> <p>Edmentum - American Sign Language 3 (2022)</p> <p>LYLA Spanish 1 Course Reader (2025)</p> <p>LYLA Spanish 2 Course Reader (2025)</p> <p>LYLA American Sign Language 1 Course Reader (2025)</p> <p>LYLA America Sign Language 2 Course Reader (2025)</p>		
Health	<p>Edmentum - Health (2022)</p> <p>Edmentum - Nutrition and Wellness (2021)</p> <p>Prentice Hall - Health (2007)</p> <p>Goodheart-Wilcox: Adventures in Food and Nutrition (2022) - Food and Nutrition</p> <p>LYLA Heath A Course Reader (2025)</p> <p>LYLA Health B Course Reader (2025)</p> <p>LYLA Food and Nutrition Course Reader (2025)</p>	Yes (2025)	0%
Visual and Performing Arts	<p>Edmentum - Graphic Design and Illustration (2019)</p> <p>Edmentum - Professional Photography (2019)</p> <p>Edmentum - Music Appreciation (2019)</p> <p>Edmentum - Intro to Visual Arts (2019)</p> <p>Edmentum - Theatre, Cinema, & Film Production (2020)</p> <p>Davis Publications - The Visual Experience (2005)</p> <p>Art in Focus (2006)</p> <p>Glencoe Introducing Art (2007)</p> <p>LYLA Art A Course Reader (2025)</p> <p>LYLA Art B Course Reader (2025)</p> <p>LYLA Introduction to Cartooning (2025)</p>	Yes (2024)	0%
Science Laboratory Equipment (grades 9-12)	<p>N/A</p> <p>Using PHet Virtual Labs for LYLA Chemistry Courses (2025)</p>	N/A	0%

Note: Cells with N/A values do not require data.

Table 13: School Facility Conditions and Planned Improvements

Narrative provided by the LEA (DPL) – Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).]

Preventive Maintenance was performed November 19, 2025

Preventative maintenance was 100% completed for all centers. Centers are maintained in good condition through regular maintenance and ongoing repairs as needed through our internal work order portal in which our Facilities Technicians manage on a daily basis. Preventative Maintenance is performed on a monthly, quarterly, or as needed basis including on an annual basis. The overall facilities' ratings are based on the percentage of completion of the preventive maintenance and the condition of the facilities. The facility technicians for these centers will continue to manage all requests or repairs in a timely manner. Otherwise, the centers are in GOOD condition.

Table 14: School Facility Good Repair Status

Entire table – data provided by the LEA (DPL)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November 19, 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			

Overall Facility Rate

Entire table – data provided by the LEA (DPL)

Year and month of the most recent FIT report: November 19, 2025

Table 15: Overall Rating

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 - Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 - California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Table 16: CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments

Entire table - data provided by the CDE (DPC)

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts/Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e.,

achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Table 17: CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Entire table - data provided by the CDE (DPC)
Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Table 18: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Entire table - data provided by the CDE (DPC)
Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Table 19: CAASPP Test Results in Science for All Students*Entire table - data provided by the CDE (DPC)***Grades Five, Eight, and High School****Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8 and high school)						

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Table 20: CAASPP Test Results in Science by Student Group
Entire table - data provided by the CDE (DPC)
Grades Five, Eight, and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Table 21: Career Technical Education (CTE) Programs (School Year 2024–25)

Narrative provided by the LEA (DPL) – use this space to provide information about Career Technical Education (CTE) programs as follows:

- *A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and*
- *A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and*
- *A listing of the primary representative of the district’s CTE advisory committee and the industries represented on the committee.*

Options for Youth – San Gabriel (OFY-SG) offers Career Technical Education (CTE) programs aligned with the California CTE Model Curriculum Standards to support students’ college- and career-readiness. The school provides access to pathways in Cosmetology, Building and Construction Trades, Agriculture and Natural Resources, Information Technology, Automotive, and Manufacturing (Welding). These programs combine hands-on skill development with industry-relevant content, giving students exposure to high-demand careers and opportunities to build foundational technical and employability skills.

San Gabriel Valley ROP Partnership

Through a Memorandum of Understanding with the San Gabriel Valley Regional Occupational Program (ROP), OFY-SG offers students additional five-credit CTE courses in Health Careers and Business Entrepreneurship. These ROP classes broaden career exploration opportunities and connect students with instructors who bring practical industry experience to the classroom.

Cosmetology Pathway

The Cosmetology program provides technical instruction and practical training in areas such as hair design, skincare, nail care, salon safety, sanitation, and customer service. Students may participate in real-world practice environments through partnerships with licensed training providers and begin preparing for future licensure or advanced training.

Program Structure and Support

All CTE courses are offered as five-credit electives, allowing students to explore career interests while completing high school requirements. The program also incorporates soft-skill development, including résumé writing, interview preparation, and workplace communication. OFY-SG supplies safety equipment and PPE as needed, and staff support students throughout their career exploration and job-search process.

Advisory Committee

The CTE program is guided by the organization’s Business Advisory Committee, which includes representatives from the Construction, Information Technology, and Healthcare sectors. The primary representative is Skyrocket’s Chief Student Experience Officer, who helps ensure that offerings remain aligned with local workforce needs and industry standards.

Table 22: Career Technical Education (CTE) Participation (School Year 2024–25)
Entire table - data provided by the CDE (DPC)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Table 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements (School Year 2024–25)
Entire table - data provided by the CDE (DPC)

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

**Table 24: California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components**

Entire table - data provided by the LEA (DPL)

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	N/A	N/A	N/A	N/A	N/A
7	91.67%	100.00%	100.00%	100.00%	100.00%
9	98.33%	98.33%	98.33%	96.67%	98.33%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

Table 25: Opportunities for Parental Involvement (School Year 2025–26)

Narrative provided by the LEA (DPL) – use this space to provide information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement.

Options for Youth – San Gabriel (OFY-SG) provides multiple opportunities for parents and educational partners to engage with the school and participate in decision-making throughout the year. Families are invited to attend in-person and virtual events, including Back to School Night and other informational sessions designed to share schoolwide goals, LCAP priorities, program updates, and opportunities for feedback.

OFY-SG maintains an active **Parent Advisory Committee**, which brings together parents, students, and other stakeholders to discuss policies, share input, and ask questions about school programs and initiatives. The school also hosts **Achievement Chats** at least twice each year, during which families meet with teachers to review student progress, academic performance, and plans for continued growth. These meetings help identify individualized supports and connect students to programs that align with their personal and academic needs.

Parent and stakeholder input is regularly gathered through LCAP surveys, school climate surveys, online meetings, and community events. OFY-SG values strong

communication with families and works to create an environment where parents feel welcome to reach out with questions, concerns, or suggestions. Through these ongoing efforts, the school fosters meaningful partnerships that support student success both academically and socially.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates,
- High school dropout rates, and
- Chronic Absenteeism

Table 26: Graduation Rate and Dropout Rate (Four-Year Cohort Rates)*Entire table - data provided by the CDE (DPC)*

Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate									
Dropout Rate									

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**Table 27: Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2024–25)***Entire table - data provided by the CDE (DPC)*

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Table 28: Chronic Absenteeism by Student Group (School Year 2024–25)*Entire table - data provided by the CDE (DPC)*

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Table 29: Suspensions and Expulsions

Entire table - data provided by the CDE (DPC)

Rate	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions									
Expulsions									

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**Table 30: Suspensions and Expulsions by Student Group
(School Year 2024–25)**

Entire table - data provided by the CDE (DPC)

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Table 31: School Safety Plan (School Year 2025–26)

Narrative provided by the LEA (DPL) – use this space to provide information about the school’s comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan.

The School Safety Plan for Options for Youth – San Gabriel (OFY-SG) is reviewed and updated annually to ensure alignment with current laws, best practices, and school community needs. The plan was presented to the Parent Advisory Committee (PAC) for review on 11/14/2024 and approved by the OFY Board of Directors on 06/27/2025.

The comprehensive plan includes policies and procedures for Child Abuse Reporting, Emergency and Disaster Response, Suspension and Expulsion, Teacher Notification of Potentially Dangerous Students, Uniform Complaint Procedures, and the Schoolwide Dress Code. It outlines protocols that support a safe, orderly, and supportive learning environment.

OFY-SG collaborates with local law enforcement, public safety agencies, and community stakeholders to review key elements of the plan and strengthen emergency preparedness, campus security, and crisis response. Feedback from these partners ensures the plan reflects current safety standards and community expectations.

The Site Emergency Liaison leads the School Safety Team in maintaining emergency supplies, coordinating the Emergency Operations Plan, updating staff roles, and ensuring access to local resources. Staff receive regular training to remain prepared for emergency situations.

In accordance with state guidelines, OFY-SG conducts quarterly fire, earthquake, and lockdown drills, along with ongoing safety walkthroughs and annual facility inspections. These activities help maintain readiness and support a safe campus environment for all students and staff.

OFY-SG is committed to providing a secure learning environment through continuous planning, communication, and training that prioritize the health and safety of the school community.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**Table 32: Average Class Size and Class Size Distribution (Elementary)
(School Year 2022–23)**

Entire table - data provided by the CDE (DPC)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

**Table 33: Average Class Size and Class Size Distribution (Elementary)
(School Year 2023–24)**

Entire table - data provided by the CDE (DPC)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

Table 34: Average Class Size and Class Size Distribution (Elementary)
(School Year 2024–25)

Entire table - data provided by the CDE (DPC)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

Table 35: Average Class Size and Class Size Distribution (Secondary)
(School Year 2022–23)

Entire table - data provided by the CDE (DPC)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Table 36: Average Class Size and Class Size Distribution (Secondary)
(School Year 2023–24)

Entire table - data provided by the CDE (DPC)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Table 37: Average Class Size and Class Size Distribution (Secondary)
(School Year 2024–25)**

Entire table - data provided by the CDE (DPC)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Table 38: Ratio of Pupils to Academic Counselor (School Year 2024–25)

Entire table - data provided by the CDE (DPC)

Title	Ratio
Pupils to Academic Counselor*	

*One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Table 39: Student Support Services Staff (School Year 2024–25)

Entire table - data provided by the CDE (DPC)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	

*One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

** “Other” category is for all other student support services staff positions not listed.

Table 40: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Partial table - data provided by the CDE (DPC), as follows:

- District Average Teacher Salary data,
- State Average Teacher Salary data, and
- State Expenditures Per Pupil (Unrestricted) data.

Partial table - data provided by the LEA (DPL), as follows:

- The remaining data is to be provided by the LEA.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$33,858	\$14,476	\$36,955	\$87,617
District	N/A	N/A		
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A		
Percent Difference – School Site and State	N/A	N/A		

Note: Cells with N/A values do not require data.

Table 41: Types of Services Funded (Fiscal Year 2024–25)

Narrative provided by the LEA (DPL) – use this space to provide specific information about the types of programs and services available at the school that support and assist students.

Options for Youth – San Gabriel (OFY-SG) is an independent study charter school serving students in grades 7–12 through a flexible blended-learning model. Students can access multiple instructional modalities—independent study, online coursework, small-group instruction, and one-on-one support—to build a personalized learning plan in collaboration with their teacher. Staff closely monitor progress through ongoing feedback, assessments, goal setting, and regular parent–teacher–student meetings held both in person and virtually.

OFY-SG provides a broad range of academic and student support services designed to promote success and meet individual learning needs. Students have access to Direct Instruction classes, tutoring in English and math, and targeted intervention provided by Math Intervention Specialists. Post-Secondary Counselors support students with college and career planning, while the school psychologist and counseling staff provide mental health support and social-emotional services for students who require additional care. English Learner Specialists assist students with language acquisition, and Special Education teachers and paraprofessionals provide services in alignment with each student’s Individualized Education Program (IEP).

The school also offers student engagement opportunities that promote leadership, connection, and belonging. These include Associated Student Body (ASB), athletic events, field trips, dances, senior activities, Back to School Night, the Parent Advisory Committee, and graduation ceremonies. Experiential learning is an important feature of the program; students participate in both local and extended field trips that enhance

cultural awareness, build social-emotional skills, and provide hands-on learning experiences beyond the classroom.

Restricted funding in 2024–25 supported the expansion of targeted academic interventions, particularly in mathematics. Students identified through assessment data and teacher recommendations received additional small-group and one-on-one tutoring aligned to state standards and individual learning needs. This support included frequent progress monitoring and structured practice designed to strengthen foundational skills and accelerate academic growth.

OFY-SG also prioritized student well-being by expanding access to mental health and character development supports. The school psychologist provided counseling and therapeutic services to students in need, ensuring timely access to care. In addition, the EmpowerU social-emotional learning program helped students build resilience, emotional regulation strategies, and goal-setting skills through structured, evidence-based lessons.

Through comprehensive academic support, robust student services, and meaningful enrichment opportunities, OFY-SG remains committed to supporting the whole student and preparing them for academic, social-emotional, and postsecondary success.

Table 42: Teacher and Administrative Salaries (Fiscal Year 2023–24)

Entire table - data provided by the CDE (DPC)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Table 43: Advanced Placement (AP) Courses (School Year 2024–25)*Entire table - data provided by the CDE (DPC)***Percent of Students in AP Courses:**

Subject	Number of AP Courses Offered*
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered*	

*Where there are student course enrollments of at least one student.

Table 44: Professional Development*Entire table - data provided by the LEA (DPL)*

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	49	56	45

CLOSED SESSION

6. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED
LITIGATION Gov. Code § 54956.9(d)(2.): (1)