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

BOARD OF DIRECTORS
REGULAR MEETING

AGENDA

March 26, 2026
10:30 A.M (PT)

Zoom Meeting Dial-In: 1-669-900-6833
Zoom Meeting ID: 835 2122 9204

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

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 January 26, 2026
A.2 OFY-SG Consent Log Including Superintendent's Time Off Requests, Credit Card Consent Log and Additional Duties Timecards
A.3 OFY-SG Report of Charter Services Agreements for Fiscal Year 2025-2026
A.4 OFY-SG Uniform Complaint Policy and Procedures

B. Information Item(s)

B.1 OFY-SG Charter Update	The Board will receive the OFY-SG Charter Update.
B.2 OFY-SG Charter Renewal Petition Update	The Board will receive the OFY-SG Charter Renewal Petition Update.
B.3 OFY-SG Student Handbook for Fiscal Year 2026-2027	The Board will receive the OFY-SG Student Handbook for Fiscal Year 2026-2027.
B.4 OFY-SG Financial Update	The Board will review the OFY-SG Financial Update.

C. Action Item(s)

C.1 OFY-SG Material Revision to the 2024-2027 Local Control Accountability Plan ("LCAP")	The Board will review and consider approval of the OFY-SG Material Revision to the 2024-2027 Local Control Accountability Plan ("LCAP").
C.2 OFY-SG Academic Calendar for Fiscal Year 2026-2027	The Board will review and consider approval of the OFY-SG Academic Calendar for Fiscal Year 2026-2027**.**
C.3 OFY-SG Response to Immigration Enforcement Policy and Procedures	The Board will review and consider approval of the OFY-SG Response to Immigration Enforcement Policy and Procedures.

5. 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 January 26, 2026
A.2 OFY-SG Consent Log Including Superintendent's Time Off Requests, Credit Card Consent Log and Additional Duties Timecards
A.3 OFY-SG Report of Charter Services Agreements for Fiscal Year 2025-2026
A.4 OFY-SG Uniform Complaint Policy and Procedures

A.1 Minutes of January 26, 2026

MINUTES

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

BOARD OF DIRECTORS
REGULAR MEETING

January 26, 2026

Zoom Dial-In Number: 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

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 January 26, 2026 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 12:30 P.M. (PT) by Ms. Barbara Gondo, President of OFY-SG.

2. Roll Call

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

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

The following Directors were absent:

Ms. Jane Gothold, Chairperson and Board Member

The following individuals identified themselves as being present:

Ileana Kiriakos, Superintendent, OFY-SG
Charles Pak, Assistant Superintendent of Instruction, OFY-SG
Maricela Frymark, Senior Director of School Policy and Compliance, OFY-SG
Jodi Moreno, Assistant Director of Leadership & Learning, OFY-SG
Megan Betry, Principal, OFY-SG
Brianna Marchand, Principal of Online Programs ("OP"), OFY-SG
Alex Salazar, Divisional Controller, 9 Dot Education Solutions, LLC ("9 Dot")

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Melissa Bauer, Senior Manager of Corporate Compliance, 9 Dot
Janel Lee, Corporate Compliance Specialist, 9 Dot
Marlen Gomez, Principal, CliftonLarsonAllen LLP, CLA Ontario
Kathleen Daugherty, Founder and Managing Partner, Momni Café LLC
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. <u>Consent Agenda</u>

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 was 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

The Board was provided in their meeting materials with the minutes of the November 20, 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 Comprehensive School Safety Plan ("CSSP") for Fiscal Year 2026-2027

The Board was provided in their meeting materials with the OFY-SG Comprehensive School Safety Plan ("CSSP") for Fiscal Year 2026-2027. In accordance with Assembly Bill ("AB") 1747 and California Education Code Section 32281, the School Safety Committee developed and shall 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 polices 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 collaborated with its support providers, School Parent Advisory Committee ("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. The CSSP included the following but were not 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, and policies and procedures to maintain a safe and orderly environment conducive to learning. New elements that were added to the CSSP included the following: child supervision and protection procedures, immigration enforcement notification procedures, and student smartphone use policy. For Fiscal Impact, the costs associated with adopting this plan shall be absorbed by the School's 2026-2027 operating budget. The Superintendent recommended the approval of this item. The proposed motion was to approve the OFY-SG Comprehensive School Safety Plan ("CSSP") for Fiscal Year 2026-2027 as presented, and to ratify any future edits based on changes required by the Education Code or public health and/or government emergency response directives, as requested by the Superintendent.

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

The Board was provided in their meeting materials with the OFY-SG Health Insurance for Fiscal Year 2026-2027. The Board was asked to review and consider approval of OFY-SG to participate in the 9 Dot Group Insurance Agreement ("GIA") for the plan year 2026-2027. The GIA outlined the medical, dental, and vision benefits available to all employees. According to OFY-SG's Fiscal Policies and Procedures, the annual renewal of health insurance shall be brought to the Board for approval, provided that such renewal exceeds an annual increase of 25%. The total renewal increases for benefit premiums for 2026-2027 was 16.76%. The term shall begin on March 1, 2026 and expire on February 28, 2027. The fiscal impact was estimated to be a $44,901.00 annual increase for benefit premiums in the 2026-2027 plan year. 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 and the Superintendent recommended the approval of this item. The proposed motion was to approve the OFY-SG Health Insurance for Fiscal Year 2026-2027.

Ms. Varuzhanyan moved to approve the Consent Agenda. Ms. Gondo seconded. The motion passed unanimously by roll call vote.

B. <u>Information Item(s)</u>

B.1 OFY-SG Charter Update

Ms. Betry presented the OFY-SG Charter Update. The total enrollment for Month 6 was one hundred five (105) students, including twenty-three (23) Special Education ("SpEd") students, nine (9) English Learner ("EL") students, and three (3) Foster Youth/Homeless students. The Monthly Student Progression ("MSP") rate was 94% and credit attainment, which tracks the number of students completing five (5) or more credits per month, was 66.7%. For Academics, OFY-SG completed the second round of Renaissance Star ("RenStar") assessments to receive updated data on student performance. The School participated in the Engineering Design Challenge in November and took first place in this challenge. This event highlighted strong collaboration and problem-solving skills among all students. OFY-SG launched the Math IXL program as a supplemental Math support tool that exposes students to daily Math practice. Ms. Betry shared that this program has had a positive impact that was shown through growth in the RenStar assessments. Additionally, the School offered Night School courses for students who have not yet completed five (5) credits for the academic month. These sessions were used strategically to support re-engagement and core course completion. Lastly, all Senior Portfolios were due at the end of the Fall semester which marked an important milestone for students approaching graduation. For Engagement, students participated in multiple community engagement events such as a Beach Day, volunteering at a local animal shelter, visiting the Farm at Fairplex, preparing meals for those in need, as well as participating in a Toy Drive and the Baldwin

Park Christmas Parade. The School also offered and hosted events such as field trips, Back to School Night, Unity Day, New York College Tour through Pathways, tournaments in E-Sports, Golf, and Bowling, as well as a Senior Financial Aid Workshop. Ms. Betry shared that the school site remained in good standing. All reporting and records were maintained consistently, and internal monitoring did not identify any compliance concerns. Ms. Betry asked the Board if there were any questions, to which there were none.

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

Ms. Betry presented on the OFY-SG Mid-Year Local Control and Accountability Plan ("LCAP") Update for Fiscal Year 2025-2026. The Board was asked to review the OFY-SG Mid-Year Local Control and Accountability Plan ("LCAP") Update for Fiscal Year 2025-2026. This update included mid-year outcome data that provides insight into metrics identified in the 2025-2026 LCAP, and mid-year expenditure and implementation data that detailed the expenditures and progress in implementing actions as outlined in the 2025-2026 LCAP. Education Code Section 47606.5(e)(2) 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 28th each year. Ms. Betry shared some highlights from the goals within the LCAP. For Goal One (1), OFY-SG focused on academic growth progress toward post-secondary goals and increased graduation outcomes for EL students, Long-Term English Learner ("LTEL") students, SpEd students, and socioeconomically disadvantaged students. The School's reclassification rate was 75%, which met the baseline goal of three (3) years. The graduation rate for SpEd students increased to 52.6%, and the English Language Proficiency Indicator surpassed the expected outcome of 55% by reaching 56.3%. All other metrics and spending were on track to meet their outcomes. For Goal Two (2), OFY-SG focused on improving graduation rates, A-G completion rates, and performance on the College and Career Indicator. Ms. Betry shared that the current metrics did not accurately reflect the anticipated year two (2) outcomes since this data only reflected the graduates from the Fall semester. The School continued to expand post-secondary opportunities through partnerships with local community colleges. The Career and Technical Education ("CTE") metric had no current data since no students have completed a CTE pathway yet this year. The data will become available after the current students complete their CTE pathway. All other metrics and spending were on track to meet their outcomes. For Goal Three (3), OFY-SG focused on school climate, engagement, and student well-being. The School's suspension rates remained at 0%, the dropout rates remained low, and there were reported decreased rates in chronic absenteeism. Lastly, all facilities, instructional materials, and basic services remained compliant. All other metrics and spending were on track to meet their outcomes. Ms. Betry asked the Board if there were any questions, to which there were none.

B.3 OFY-SG Report of Executive Compensation

Ms. Kiriakos presented on the OFY-SG Report of Executive Compensation. The Board was asked to review the OFY-SG Report of Executive Compensation. This update provided the Board with recent clarifications to the Brown Act's Executive Compensation Reporting requirements 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 determined that only the following two (2) positions met the definition of an executive for the purposes of this requirement: Assistant Superintendent of Instruction, and Assistant Superintendent of Business Operations. The following information applies to both positions: i) The Base Salary Range was $180,000 to $210,000; ii) 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 OFY-SG's 401K retirement plan. These benefits were available to all eligible employees and require the

employee to pay their portions of benefit premiums; and, iii) the Potential Annual Incentive was up to $30,000. No other positions were impacted by this reporting requirement at this time. Staff shall continue to coordinate with the Human Resources team and legal counsel to ensure disclosures remain compliant and appropriately limited in scope. Ms. Kiriakos asked the Board if there were any questions, to which there were none.

B.4 OFY-SG Financial Update

Mr. Salazar presented on the OFY-SG Financial Update. The OFY-SG Financial Update was based on the October 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 rate ("ADA") was 385.89. Based upon that ADA projection, the total forecasted revenue was $6,742,507. Certificated Salaries and Benefits were $3,435,853, or 50.96% of revenue. Instruction and Related Services, including Certificated Salaries and Benefits were $6,135,548, or 91.00% of revenue. For the non-instructional expenses, Operations and Facilities was $384,521, and Administration and Other Activities was $567,581. The projected deficit, before the spending benchmarks were considered, was $345,143, or -5.12% deficit percentage on the year. Mr. Salazar noted that the School had reached an excess revenue at the December close due to changes in ADA and budget adjustments. The School reached and exceeded its Certificated Salaries and Benefits spending benchmark by $721,994. The School reached and exceeded its total Instructional Related Services spending benchmark by $767,366. The deficit with the spending benchmarks considered remained at $345,143, or -5.12% deficit 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 October and the budget for November through June, rolled up into the SB740 report. Mr. Salazar noted that total revenue remained at $6,742,507, total payroll, including certificated and non-certificated, and benefits, was at $3,623,059 or 53.73% of revenue, and total expenses were $7,087,649. Mr. Salazar reviewed the Variance Analysis report and indicated that the threshold of 1% of Year-to-Date expenses was $28,327. He explained that 1% is taken out of the year-to-date expenses as a threshold, and any variance that is favorable or unfavorable will be highlighted and explained. For Certificated Salaries and Wages, this line item was under budget and re-forecasted in October to come in line with current staffing levels, and was also a savings for the School. For Non-Certificated Salaries and Wages, this line item was over budget due to July and August expenses being higher than anticipated. Mr. Salazar noted that this line item was re-forecasted in October to align with current staffing levels. For Certificated Incentives, this line item was under budget due to credit enrichment expenses being less anticipated. For Non-Certificated Stipends, this line item was over budget due to credit enrichment stipends that were not included in the budget, and was offset by the Certificated Incentives variance. For Certificated Vacation Expense, this line item was over budget due to actual employee Paid Time Off ("PTO") activity. For Consulting, the CTE Services line item was over budget due to the invoices from Skyrocket, Inc. and the San Gabriel Valley Regional Occupational Program ("ROP") coming in higher than anticipated. Mr. Salazar also reviewed the balance sheet. As of October 31, 2025, total assets were $9,024,347; total liabilities were $4,069,172; and total net assets were $4,955,174. Mr. Salazar proceeded to review the cash forecast. As of October 31, 2025, OFY-SG had $2,386,199 cash in bank. Based on current projections, the School was projected to have $672,928 cash in bank as of June 30, 2026. Mr. Salazar asked the Board if there were any questions, to which there were none.

C. <u>Action Item(s)</u>

C.1 OFY-SG First Interim Report

DRAFT

Ms. Salazar presented the OFY-SG First Interim Report. The Board was asked to review and consider approval of the OFY-SG First Interim Report. According to the CDE's 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 (2) reports during a fiscal year (interim reports) on the status of the LEA's financial health. The First Interim Report was due December 15th for the period ending October 31st. The Second Interim Report is due March 17th for the period ending January 31st. County Superintendents are to report to the Superintendent of Public Instruction and the State Controller the certification for all districts in their county within seventy-five (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. 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's Fiscal Policies and Procedures, as previously approved by the Board, 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.

Mr. Salazar reviewed the items included in the First Interim Report, such as the Charter School Certification, which is where Principal Megan Betry certified that the School had a positive cash balance, met its financial obligations, and was fiscally sound. The report also included the original budget, the adopted budget, the actuals to date, and the updated budget as of this close. The First Interim Report was based on the October 2025 close, with the information presented being very similar to the Financial Update in this meeting. The report also included the summary of total expenditures, the School's fund balance, and a multi-year cash forecast. Mr. Salazar asked the Board if there were any questions, to which there were none.

Ms. Varuzhanyan moved to approve the OFY-SG First Interim Report. Ms. Gondo seconded. There was no further discussion from the Board. Motion passed unanimously by roll call vote.

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

Ms. Gomez of CliftonLarsonAllen LLP ("CLA"), the independent auditor, presented on the OFY-SG Audited Financials for Fiscal Year 2024-2025. The Board Communications document was reviewed first, which was a required communication for each fiscal year. Ms. Gomez indicated that this was a clean governance conclusion letter with nothing to report. Ms. Gomez reviewed the independent auditor's report, including the opinion which stated that the report was a clean, unmodified audit with no exceptions or findings. There were no difficulties in communication between CLA and the management team during the audit. Ms. Gomez reviewed the Statement of Financial Position which showed that current assets exceeded current liabilities and the net assets were positive. In the Notes to Financial Statements, there was the addition of the Related Parties footnote to denote the disclosure of related parties such as Options For Youth-California, Inc. The compliance testing was completed with no findings or issues. A new area to test, the CSSP, shall be added to the audit testing list. Ms. Gomez asked the Board if there were any questions, to which there were none.

Ms. Gondo moved to approve the OFY-SG Audited Financials for Fiscal Year 2024-2025. Ms. Varuzhanyan seconded. There was no further discussion from the Board. Motion passed unanimously by roll call vote.

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

DRAFT

Mr. Pak presented on the OFY-SG School Accountability Report Card ("SARC") Report for Fiscal Year 2024-2025. The Board was asked to review and consider approval of the OFY-SG School Accountability Report Card ("SARC") Report for Fiscal Year 2024-2025, which outlined California's statutory requirement that every public school must publish a SARC by February 1st of each year. The SARC was developed and published in accordance with California Education Code Sections 33126 and 35256. The purpose of the SARC was to provide transparent information regarding the condition and performance of each school. The SARC provided key aspects of school performance, including availability and quality of instructional materials, condition of school facilities, student achievement on local and state assessments, graduation rates, student engagement, and parental involvement data. The document also described the relationship between the SARC and LCFF, noting that all local educational agencies were required to prepare a LCAP that identifies annual, school-specific goals and the actions designed to meet state and local priorities. The data included in the LCAP must be consistent with the data that was reported in the SARC. There was no fiscal impact. The Superintendent recommended the approval of this item. Mr. Pak asked the Board if there were any questions, to which there were none.

Ms. Varuzhanyan moved to approve the OFY-SG School Accountability Report Card ("SARC") Report for Fiscal Year 2024-2025. Ms. Gondo seconded. There was no further discussion from the Board. Motion passed unanimously by roll call vote.

5. Announcement for Reason for Closed Session

Ms. Gondo announced the reason for closed session.

The Board recessed into closed session.

CLOSED SESSION

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

OPEN SESSION

The Board adjourned closed session and reconvened into open session.

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

Ms. Gondo reported that no action was taken during closed session

8. Adjournment

Ms. Gondo indicated that the next regularly scheduled Board meeting will be on March 26, 2026 at 10:30 A.M. (PT). There were no additional comments or questions prior to adjournment.

Ms. Varuzhanyan moved to adjourn. Ms. Gondo seconded. The motion passed unanimously by roll call vote. The meeting was adjourned at 1:16 P.M. (PT).

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

DRAFT

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

March 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 - Superintendent Time Off Requests

Request Period 12/01/2025 - 01/31/2026

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
12/01/2025 - 2/28/2026

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-00080914	**Tuition Reimbursement**	USC Tuition	370.82
EXP-00081834	**Telephone**	OFL/Y (888) Number	50.14
EXP-00081859	**Advertising**	OFL/Y Website Domain: earnmydiploma.org	5.40
		OFL/Y website domian renewal: Julyintersession.org	2.90
	Telephone	OFL/Y (888) Number	50.05
EXP-00081925	**2026 Mileage**	Superintendents' Council Meeting	22.91
Grand Total			**502.22**

Ileana Kiriakos

Consent Log - Superintendent Additional Duties Timecards

Request Period 12/01/2025 - 01/31/2026

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 Report of Charter Services Agreements for Fiscal Year 2025-2026

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

March 2026

Agenda Item: OFY-SG Report of Charter Services Agreements for Fiscal Year 2025-2026

Purpose: The Board will review and consider the approval and/or ratification of the OFY-SG Report of Charter Services Agreements for Fiscal Year 2025-2026.

The Procedures subsection (in the Procurement Policy, in the Fiscal Policies and Procedures) outlines that the Governing Board will receive, on a regular basis, a report of the School's service contracts approved pursuant to this section. This has been the Report of Charter Services Agreements.

The Report of Charter Services Agreements includes all service providers and associated expenses within the outlined approval thresholds. This includes expenses between $0 and $100,000. The report is organized alphabetically by service provider based on Board member request.

Fiscal Impact: N/A

Superintendent's Recommendation: N/A

Proposed Motion: Motion to approve and/or ratify of the OFY-SG Report of Charter Services Agreements for Fiscal Year 2025-2026.

Options for Youth San Gabriel

Report of Charter Service Agreements

Fiscal Year 2025-26 Vendor Payments through 2/28/2026

Required Report for Board of Directors, per Fiscal Policies

Vendor	Sum of Payment Amount
2010 Office Furniture	5,792.18
9 Dot Education Solutions, LLC Accrediting	434,662.49
Commission for Schools Airslate Inc.	1,790.00
Alexander Reyes	1,242.00
Alltech Enterprises, LLC	316.80
Amazon Capital Services OFY SG Amazon	116,262.69
Capital Services, Inc.	3,396.91
American Express (CA)	16,842.69
Anthem Blue Cross	22,586.32
Athens Services	104,884.70
Avant Assessment, LLC	4,374.64
Berkshire Hathaway Homestate Companies	273.90
Beta Security Systems	23,268.79
Blank Rome LLP	966.60
BlueTriton Brands Inc	12,271.50
Brown Brothers Backflow Testing Inc.	1,362.82
California Department of Education	170.00
	373,761.00
Carlos F. Garcia-Garcia	518.40
CDW Government, Inc.	42.56
Charter Communication	181.23
Charter Communications	1,666.45
Charter Schools Development Center	4,016.00
Cintas	2,053.79
Cintas Corporation	4,688.03
City Of San Gabriel	282.00
City of West Covina	1,158.30
CliftonLarsonAllen LLP	16,782.50
Cogency Global Inc.	141.00
Complete Office of CA	7,892.15
County of Los Angeles	3,000.00
County of Los Angeles Dept of Parks & Recreation	595.10
Curiosity Games Inc.	34.41
Department of Justice	49.00
Diego Blanco	1,653.76
Digital Room LLC	109.86
Disneyland Resort	241.98
Education Dynamics, Inc.	69,851.80
EmpowerU, Inc.	9,975.00
Erica Ward	456.00
Ethan Capital, LLC	924.89
FedEx	9,766.04
Global Medical Virtual Asst	3,360.00
Gold Rock Group, LLC.	189,342.30
Golden Lion Transportation, Inc.	925.00
Guardian - Appleton	21,687.87
Habit Burger Truck	2,568.31
Health Advocate Solutions, Inc.	444.50

Options for Youth San Gabriel

Report of Charter Service Agreements

Fiscal Year 2025-26 Vendor Payments through 2/28/2026

Required Report for Board of Directors, per Fiscal Policies

Vendor	Sum of Payment Amount
HireRight, LLC	483.50
Hopskipdrive, Inc.	51,773.39
HubSpot Inc.	2,042.78
IGOE	1,577.90
Ikill Pest Control Inc	1,560.00
Instructure Inc	1,906.00
Jason Jacobson	2,361.60
Jeffrey David Rice	2,500.00
Jodi Moreno	1,375.79
Joel C. Molt	4,100.00
Jose Reyna Alabazarez	1,600.00
Kaiser Foundation Health Plan Inc.	208,608.66
Kalico Office Furniture LLC	1,847.57
Landmark Healthplan of Ca.	205.88
Law Office of Michelle Won, PC	3,955.00
Law Offices of Deborah R.G. Cesario	1,490.00
Lifework Education, Inc.	702.00
Los Angeles County Tax Collector	2,779.68
Lupine Properties, LLC	35,906.73
Michelle Won	2,660.00
Mobility Technologies, LLC	2,819.57
MR.Copy, Inc.	260.82
National Student Clearinghouse	495.00
NineSofia, LLC	1,500.00
Office of Finance, City of Los Angeles	851.90
OFL - Baldwin Park Inc	220,894.02
OFL - Duarte Inc	257.86
OFL - William S Hart Inc	220.13
One Source Supply LLC	365.64
Options for Youth - Acton	7,050.89
Options for Youth - Duarte	17.12
Options For Youth - San Bernardino	1,084.18
Options For Youth - Victor Valley	566.01
Options for Youth- California Inc	15,858.09
Options for Youth-San Bernardino	45.84
OUTFRONT Media, Inc	5,000.00
Partners in Special Education, Inc.	170,840.79
Pasadena Center Operating Company	1,425.60
Pathways College Inc.	1,759.92
Pathways in Education, Inc.	98,111.24
Pathways Management Group, Inc.	3,846.29
Pensieve Foods LLC	11,354.00
Philadelphia Indemnity Insurance Company	3,381.62
PowerSchool Group, LLC	1,009.84
Pro Printing Inc.	3,290.26
Procopio, Cory, Hargreaves & Savitch LLP	35,672.50
Propel, A Charter Management Group, Inc.	268,467.80
Public Storage (Unit 0121)	4,332.00

Options for Youth San Gabriel

Report of Charter Service Agreements

Fiscal Year 2025-26 Vendor Payments through 2/28/2026

Required Report for Board of Directors, per Fiscal Policies

Vendor	Sum of Payment Amount
Public Storage (Unit F013/F019)	7,301.71
Rapid Fire Safety & Security LLC	1,050.00
Raptor Technologies, LLC	660.00
Ray Corral Jr.	110.00
Ricoh USA, Inc	3,851.76
Robin Stump - Whetzel	600.00
Rosetta Stone Ltd.	2,493.75
Saint Pedro Inc	866.33
San Gabriel County Water District	1,165.53
San Gabriel Unified School District	75,841.73
San Gabriel Valley ROP	86,000.00
SchoolStatus Parent, Inc.	1,299.95
Schwabe Books, Inc.	3,315.00
Sheri Smith	143.40
Six Flags Entertainment Corp.	486.10
Skyrocket - Curriculum	2,492.86
Skyrocket, Inc.	610,130.86
SoCalGas	220.15
Sofive Inc	784.12
Southern California Edison	15,458.66
Staples Advantage	3,075.84
Swerdlow Florence Sanchez Swerdlow & Wimmer	363.75
Textbook Warehouse	994.51
The Baldwin Group Insurance Advisory Solutions Holdings, LLC	37,208.75
The Disinfector, LLC	10,176.00
TLC LUXURY LLC	35,310.95
Top Golf USA, Inc.	1,279.75
Tri-Xecutex Corporation	195.00
TRU Commercial Plumbing and Drains, Inc.	325.00
Verizon Wireless	42,466.24
Young, Minney & Corr, LLP	462.69
Zoom Video Communications, Inc	3,643.00
Grand Total	**3,618,623.06**

A.4 OFY-SG Uniform Complaint Policy and Procedures

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

March 2026

Agenda Item: OFY-SG Uniform Complaint Policy and Procedures

Purpose: The Board will review and consider approval and/or ratification of the OFY-SG Uniform Complaint Policy and Procedures, as revised January 2026, to align with new CDE regulations and recommendations regarding the UCP scope.

The Uniform Complaint Procedure ("UCP") contains rules and instructions about UCP complaints related to any alleged violation of federal or state laws or regulations governing certain educational programs and activities offered by OFY-San Gabriel.

This revision includes the following:

- The programs and activities section outlining the scope of UCP now includes minor updates to better align with current CDE guidance and recommendations including the addition of School or Athletic Team Names, Mascots, or Nicknames pursuant to education code
- Merging language stating allegations of Discrimination, Harassment, Intimidation and/or Bullying may be subject to UCP. Note: Filing a complaint through the UCP process is an option. The schools also have a Board of Directors approved Anti-Discrimination, Harassment, Intimidation and Bullying Policy that outlines complaints and grievance procedures specific to such actions;
- Changing the Designation of Responsible Employee overseeing complaints, investigations and responding to UCP complaints from the school Principal to the Senior Director of School Policy;
- Outlining the optional Superintendent Review and discretion to evaluate the complaint and/or proposed decision before a final written decision is issued. If the Superintendent elects to do so, then based on all the evidence obtained during the investigation, the Superintendent may approve, modify or reject the proposed decision and issue a final decision that meets requirements.
- The addition of a statement affirming the School's Board of Directors has approved the UCP

The revised Uniform Complaint Procedures Policy will be included in the Annual Student Handbook and added to the School's website to ensure school compliance requirements.

The UCP was developed in accordance with California Education Code Section 33315 and Title 5, California Code of Regulations, §§ 4600-4694. The School has primary responsibility to ensure compliance with applicable state and federal laws and regulations, and will investigate and seek to resolve UCP complaints in accordance with this UCP policy.

Fiscal Impact: Limited to policy transaction costs that may be absorbed in the School's operating budget.

Superintendent's Recommendation: Y

Proposed Motion: To approve and ratify the OFY-SG Uniform Complaint Policy and Procedures, as revised January 2026, and to grant the Superintendent or designee the ability to update the policy to comply with any minor changes in CDE regulation and/or education code.

UNIFORM COMPLAINT PROCEDURES POLICY
OPTIONS FOR YOUTH-SAN GABRIEL

UNIFORM COMPLAINT PROCEDURE POLICY

Updated January 2026

I. General Policy

This policy outlines the Uniform Complaint Procedures ("UCP") for submitting and addressing complaints at OPTIONS FOR YOUTH-SAN GABRIEL (the "School"). The School developed this UCP in accordance with Title 5, California Code of Regulations, §§ 4600 et seq. The School shall have primary responsibility to ensure compliance with applicable state and federal laws and regulations, and the School will investigate and seek to resolve UCP complaints in accordance with this UCP policy. This UCP has been approved by the School's Board of Directors.

II. Scope of Uniform Complaint Procedures

A. According to applicable law, programs and activities subject to the UCP are:

1. Accommodations for Pregnant and Parenting Pupils
2. Adult Education
3. After-School Education and Safety
4. Agricultural Career Technical Education
5. Career Technical and Technical Education; and Career Technical and Technical Training Programs
6. Child Care and Development Programs
7. Compensatory Education
8. Consolidated Categorical Aid Programs
9. Course Periods without Educational Content
10. Discrimination, harassment, intimidation, and/or bullying against any protected group as identified under California Education Code (EC) § 200 and § 220 and Government Code § 11135, including any actual or perceived characteristic as set forth in Penal Code § 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in EC § 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance. Unlawful discrimination further includes, but is not limited to, noncompliance with EC § 243(a) and § 244.
11. Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, pupils formerly in Juvenile Court now enrolled at the School, pupils who are migratory, and pupils participating in a newcomer program
12. Every Student Succeeds Act (ESSA)
13. Local Control and Accountability Plans (LCAP)
14. Migrant Education
15. Physical Education Instructional Minutes
16. Pupil Fees
17. Reasonable Accommodations to a Lactating Pupil
18. Regional Occupational Centers and Programs
19. School Plans for Student Achievement
20. School site Councils
21. School or Athletic Team Names, Mascots, or Nicknames pursuant to Education Code § 221.3
22. State Preschool
23. State Preschool Health and Safety Issues in LEAs Exempt from Licensing
24. And any other state or federal educational program the California State Superintendent of Public Instruction ("SSPI") or the CDE or designee deems appropriate.

B. Issues Not Subject to the UCP

Not all complaints fall under the scope of the UCP, including but not limited to: classroom assignments, grades, hiring and evaluation of staff, homework policies and practices, student advancement and

retention, student discipline, student records, the Brown Act, and other general education requirements. The School may use these complaint procedures to address complaints not covered by the UCP at the School's discretion. However, only allegations within the subject matters falling within the UCP can be appealed to the California Department of Education ("CDE").

III. The UCP Annual Notification

The School provides notice of this UCP on an annual basis to all students, employees, parents/guardians, advisory committees, private school officials or representatives as appropriate, and other interested parties as applicable. The notice includes information regarding allegations of discrimination, harassment, intimidation, or bullying. It lists all federal and state programs within the scope of the UCP. It lists the staff member at the School who is responsible for and knowledgeable about processing UCP complaints, and that the staff member shall be knowledgeable about the laws and programs that they are assigned to investigate. The notice may be made available on the School's website.

The School does not operate a preschool program, but pursuant to applicable law, the notice shall include a statement that in order to identify appropriate subjects of state preschool health and safety issues pursuant to § 1596.7925 of the California Health and Safety Code ("HSC") a notice shall be posted in each California state preschool program classroom in each school in the local educational agency notifying parents, guardians, pupils, and teachers of both of the following: (1) the health and safety requirements under Title 5 of the California Code of Regulations apply to California state preschool programs pursuant to HSC § 1596.7925, and (2) the location at which to obtain a form to file a complaint. Posting a notice downloadable from the CDE website shall satisfy this requirement.

The School's annual UCP notice is in English. If 15% or more of students enrolled at the School speak a single primary language other than English, the annual notice will be provided in that language as well, pursuant to Education Code § 48985.

IV. Designation of Responsible Employee

The School's Principal is the "Responsible Employee" for receiving, investigating and responding to UCP complaints. Complaints shall be addressed to:

Maricela R. Frymark
Senior Director of School Policy and Compliance
16023 Arrow Hwy, Suite C
maricelafrymark@ofy.org
(909) 520-2018

In no instance will the Responsible Employee be assigned to investigate a complaint in which he or she has a bias that would prohibit him or her from fairly investigating or responding to the complaint. Any complaint against the Responsible Employee or that raises a concern about the Responsible Employee's ability to investigate the complaint fairly and without bias should be referred to the School's Governing Board or other appropriate School official, who will determine how the complaint will be investigated. The School will ensure that the Responsible Employee (or designee) investigating the complaint is knowledgeable about the laws and programs at issue in the complaint. The School may consult with legal counsel in addressing complaints as deemed appropriate.

V. Confidentiality and Non-Retaliation

The School will ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, or bullying remains confidential as appropriate.

I. Step 1: Filing a UCP Complaint

A UCP complaint must be filed according to the procedures set forth herein.

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization, may file a UCP complaint. However, a complaint filed on behalf of a student may only be filed by that student or that student's duly authorized representative.

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying may be filed by a person who alleges that he or she personally suffered unlawful discrimination, harassment, intimidation, or bullying, or by a person who believes that an individual or any specific class of individuals has been subjected to the same.

A UCP complaint is written and signed. If a complainant is unable to put his/her complaint in writing due to a disability or illiteracy, the School will assist the complainant in the filing of the complaint. A signature on a UCP complaint may be handwritten, typed (including in an email), or electronically-generated. Complaints related to pupil fees and/or LCAPs may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

Complainants are encouraged, but not required, to use the appropriate complaint form(s), attached.

Complaints shall be filed with the Responsible Employee at the address provided herein. A pupil fees complaint may also be filed with the School's Principal or designee. The Responsible Employee will maintain a log of complaints and subsequent related actions to the extent required by oversight agencies.

Upon receipt of a complaint, the Responsible Employee (or designee) will evaluate the complaint to determine whether it is subject to this UCP and will endeavor to notify the complainant within ten (10) workdays if the complaint is outside the jurisdiction of this UCP.

The Responsible Employee (or designee) may also determine if interim measures are necessary pending the result of an investigation. If interim measures are determined to be necessary, Responsible Employee (or designee) will consult with the Principal or designee, prior to implementing any such measures. The interim measures shall remain in place until the Responsible Employee (or designee) determines that they are no longer necessary or until the School issues its final written Investigation Report, whichever occurs first.

A. Timing of Complaints and Investigation

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be filed no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred or the complainant first obtained knowledge of it. The time for filing may be extended by the Responsible Employee (or designee) for good cause upon written request from the complainant. Such extension shall be in writing and may not exceed ninety (90) calendar days following the expiration of the six-month period.

All other complaints shall be filed no later than one (1) year from the date the alleged violation occurred, except this one-year timeline shall not apply to complaints regarding the educational rights of foster youth. For complaints regarding LCAP, the date of the alleged violation is the date when the School's governing board approves the LCAP or annual update.

Unless a UCP complaint is resolved through mediation as set forth below, the School will investigate the UCP complaint and issue a written Investigation Report to the complainant within sixty (60) calendar days from the date of receipt of the complaint, unless the complainant agrees in writing to an extension of time.

II. Step 2: Mediation (Optional)

The Responsible Employee (or designee) and complainant may mutually agree to mediation. Any School employee or member of the School's governing board who has not been involved with the allegations in the complaint may be assigned by the Responsible Employee (or designee) to serve as mediator. The mediator will arrange for both the complainant and the School to present relevant evidence. The Responsible Employee (or designee) will inform the complainant that the mediation process may be terminated at any time by either the School or complainant, in which case the complaint will proceed directly to an investigation. If mediation resolves the complaint to the satisfaction of both parties, the School will implement any remedial measures, and the complainant may choose to withdraw the complaint. If mediation does not resolve the complaint to the satisfaction of both parties or within the parameters of law, the Responsible Employee (or designee) shall proceed with his/her investigation of the complaint.

The use of mediation does not extend the School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

III. Step 3: Investigation of Complaint

In order to investigate the complaint, the Responsible Employee (or designee) shall have access to applicable School records and/or information related to the complaint allegations. As part of his/her investigation, the Responsible Employee (or designee) will do all of the following, in any order:

A. Provide an opportunity for the complainant(s) or complainant's representative(s) and the School's representative(s) to present information relevant to the complaint or investigative process.
B. Obtain statements from individuals/witnesses who can provide relevant information concerning the alleged violation.
C. Review documents that may provide information relevant to the allegation.
D. When necessary, seek clarification on specific complaint issues.

Refusal by the complainant or his/her representatives to provide the Responsible Employee (or designee) with documents or other evidence related to the allegations in the complaint, or failure or refusal to cooperate or obstruction of the investigation, may result in dismissal of complaint because of a lack of evidence to support the allegation.

Refusal by the School to provide the Responsible Employee (or designee) with access to records and/or other information related to the allegations in the complaint, or failure or refusal to cooperate or obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

IV. Step 4: Superintendent's Review (Optional)

If the Superintendent is not the employee to investigate the complaint, the Superintendent has the discretion to evaluate the complaint and/or the proposed decision before a final written decision is issued. If the Superintendent elects to do so, then based on all the evidence obtained during the investigation, the Superintendent may approve, modify or reject the proposed decision and issue a final decision that meets the requirements set forth herein. The Superintendent may also decide not to review the complaint, in which case the decision shall be final.

V. Step 5: Final Written Decision (Investigation Report)

The Responsible Employee (or designee) shall prepare and send to the complainant a written report of the investigation and final decision (Investigation Report) within sixty (60) calendar days of receipt of the complaint unless the complainant agrees in writing to extend this date. The School's Investigation Report shall be written in English and, when required by law, in the complainant's primary language.
The Investigation Report shall include:

A. The finding(s) of fact based on the evidence gathered;
B. Conclusion providing a clear determination as to each allegation as to whether the School is in compliance with the relevant law;
C. If the School finds merit in the complaint, the corrective actions required by law;
D. Notice of the complainant's right to appeal the School's Investigation Report to the CDE, except when the School has used its UCP to address a non-UCP complaint; and
E. Procedures to be followed for initiating an appeal to the CDE.

In addition, any Investigation Report on a complaint of discrimination, harassment, intimidation, or bullying based on state law shall include a notice that the complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
An Investigation Report shall not include student information protected under the Family Educational Rights and Privacy Act ("FERPA") or any private employee personnel information, including but not limited to the nature of the disciplinary action taken against a student or employee. If a student or employee is disciplined as a result of the complaint, the Investigation Report shall simply state that effective action was taken and that the student or employee was informed of the School's expectations.

If the School finds merit in a complaint regarding pupil fees, physical education instructional minutes, course periods without educational content, or LCAP, the remedy will go to all affected pupils and parents/guardians. For all other complaints within the scope of the UCP, the remedy shall go to the affected student. With respect to a pupil fees complaint, the School, in good faith, will engage in reasonable efforts to identify and fully reimburse all pupils, parents, and guardians who paid any unlawful pupil fee within one year prior to the filing of the complaint.

VI. Appeal Process

A. A complainant may appeal the School's Investigation Report by filing a written appeal within thirty (30) calendar days of the date of the Investigation Report to the CDE. This appeal to the CDE must specify and explain the basis for the appeal, including at least one of the following:
   1. The School failed to follow its complaint procedures;
   2. Relative to the allegations of the complaint, the Investigation Report lacks material findings of fact necessary to reach a conclusion of law;
   3. The material findings of fact in the Investigation Report are not supported by substantial evidence;
   4. The legal conclusion in the Investigation Report is inconsistent with the law; and/or
   5. In a case where the School found noncompliance, the corrective actions fail to provide a proper remedy.

B. The appeal must be sent to CDE with:
   1. A copy of the locally filed complaint; and
   2. Scope of the School's Investigation Report.

C. The CDE may directly intervene in the complaint without waiting for action by the School when one of the conditions listed in Title 5, California Code of Regulations, § 4650 exists, including cases in which the School has not taken action within sixty (60) days of the date the complaint was filed with the School. A direct complaint to CDE must identify the basis for the direct filing of the complaint, which must include evidence that supports such a basis.

VII. Civil Law Remedies

A complainant may pursue available civil law remedies under state or federal discrimination, harassment, intimidation, or bullying laws. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

VIII. UCP Requirements Regarding State Preschool Health and Safety Issues Pursuant to HSC § 1596.7925

To file a UCP complaint regarding a state preschool health and safety issue pursuant to HSC § 1596.7925, the complainant must file the complaint with the preschool program administrator or designee. The School does not currently operate a preschool program.

A state preschool health and safety issues complaint about problems beyond the authority of a school's preschool program administrator shall be forwarded to the appropriate school official for resolution in a timely manner not to exceed ten (10) working days.

A state preschool health and safety issues complaint may be filed anonymously. A complainant who identifies themselves is entitled to a response if they indicate that a response is requested. A complaint form shall include a space to mark whether a response is requested. If Education Code § 48985 is otherwise applicable, the response, if requested, and the Investigation Report shall be written in English and the primary language in which the complaint was filed.

A complaint for a state preschool health and safety issue shall specify the location for filing a complaint. A complainant may add as much text as they wish to explain the contents of the complaint.

When investigating a UCP state preschool health and safety issue, the preschool program administrator or designee shall make all reasonable efforts to investigate any problem within their authority, and investigations shall begin within ten (10) calendar days of the receipt of the complaint. A valid complaint shall be remedied within a reasonable time period not to exceed thirty (30) working days from the date the complaint was received. The resolution of the complaint shall be reported to the complainant within forty-five (45) working days of the initial filing. If the preschool program administrator or designee makes this report, they shall also report the same information in the same timeframe to the Charter School's designee.

IX. Filing an Appeal Regarding UCP State Preschool Health and Safety Issues

A complainant not satisfied with the resolution of the preschool program administrator or designee has the right to describe the complaint at a regularly scheduled hearing of the board. A complainant will not be precluded from filing an appeal to the SSPI if the complainant does not file a local appeal.

A complainant who is not satisfied with the resolution proffered by the preschool program administrator or designee has the right to file an appeal to the SSPI within thirty (30) calendar days of the date of the Investigation Report. The complainant shall comply with all appeal requirements listed in Title 5, California Code of Regulations, § 4632.

The School shall report summarized data on the nature and resolution of all UCP state preschool health and safety issues complaints on a quarterly basis to the county superintendent of schools and its board. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the Charter School's board. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints.

All complaints and responses are public records.

UNIFORM COMPLAINT PROCEDURES FORM

OPTIONS FOR YOUTH-SAN GABRIEL

Updated January 2026

This Complaint Form may be used to file a complaint subject to the School's Uniform Complaint Procedures. Complaints concerning pupil fees and/or LCAPs may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. However, if you wish to receive a response, you must provide the following contact information. Complaints shall be handled in a confidential manner to respect the privacy of all parties to the fullest extent possible. Retaliation in any form for filing a complaint is prohibited.

Response requested: ☐ **Yes** ☐ **No**

Name (Optional for Pupil Fee & LCAP Complaints): _____

Mailing Address (Optional): _____

Email Address (Optional): _____

Issue of complaint (please check all that apply):

☐ Pupil Fees

☐ Local Control and Accountability Plans ("LCAP")

☐ Discrimination, Harassment, Intimidation, or Bullying in Programs or Activities

☐ Other Complaint Re: Programs and Activities

Date(s) of Problem: _____

Location of Problem (school name, address, and room number or location): _____

_____

Describe the specific nature of the complaint in detail. You may include as much text as necessary (please use the other side if necessary)

UNIFORM COMPLAINT PROCEDURES POLICY

SCHOOL

UNIFORM COMPLAINT PROCEDURE POLICY

Updated January 2026

I. General Policy

This policy outlines the Uniform Complaint Procedures ("UCP") for submitting and addressing complaints at SCHOOL (the "School"). The School developed this UCP in accordance with Title 5, California Code of Regulations, §§ 4600 et seq. The School shall have primary responsibility to ensure compliance with applicable state and federal laws and regulations, and the ~~concerning complaints filed by students, parents, staff, or community members about programs or activities subject to the UCP within the School. The~~ School will investigate and seek to resolve UCP complaints ~~alleging failure to comply with applicable state and federal laws and regulations~~ in accordance with this UCP policy~~, including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities implemented by the School that are subject to the UCP~~. This UCP has been approved by the School's Board of Directors.

II. Scope of Uniform Complaint Procedures

A. ~~P~~According to applicable law, programs and a~~A~~ctivities s~~S~~ubject to the UCP are:

1. Accommodations for Pregnant and Parenting Pupils
2. Adult Education
3. After-School Education and Safety
4. Agricultural Career Technical Education
5. Career Technical and Technical Education; and Career Technical and Technical Training Programs
6. Child Care and Development Programs
7. Compensatory Education
8. Consolidated Categorical Aid Programs
9. Course Periods without Educational Content
10. Discrimination, harassment, intimidation, and/or bullying against any protected group as identified under California Education Code (EC) § 200 and § 220 and Government Code § 11135, including any actual or perceived characteristic as set forth in Penal Code § 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in EC § 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance. Unlawful discrimination further includes, but is not limited to, noncompliance with EC § 243(a) and § 244~~(a)~~.
11. Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, pupils formerly in Juvenile Court now enrolled at the School, pupils who are migratory, and pupils participating in a newcomer program~~.~~
12. Every Student Succeeds Act (ESSA)
13. Local Control and Accountability Plans (LCAP)
14. Migrant Education
15. Physical Education Instructional Minutes
16. Pupil Fees
17. Reasonable Accommodations to a Lactating Pupil
18. Regional Occupational Centers and Programs
19. School Plans for Student Achievement
20. School~~s S~~ite Councils
21. School or Athletic Team Names, Mascots, or Nicknames pursuant to Education Code § 221.3
22. State Preschool
23. State Preschool Health and Safety Issues in LEAs Exempt from Licensing
24. And any other state or federal educational program the California State Superintendent of Public Instruction ("SSPI") or the CDE or designee deems appropriate.

B. Issues Not Subject to the UCP

Not all complaints fall under the scope of the UCP, including but not limited to: classroom assignments, grades, hiring and evaluation of staff, homework policies and practices, student advancement and retention, student discipline, student records, the Brown Act, and other general education requirements. The School may use ~~its local~~these complaint procedures to address complaints not covered by the UCP at the School's discretion. However, only allegations within the subject matters falling within the UCP can be appealed to the California Department of Education ("CDE").

III. The UCP Annual Notification

The School provides notice of this UCP on an annual basis to all students, employees, parents/guardians, advisory committees, private school officials or representatives as appropriate, and other interested parties as applicable. The notice includes information regarding allegations of discrimination, harassment, intimidation, or bullying. It lists all federal and state programs within the scope of the UCP. It lists the staff member at the School who is responsible for and knowledgeable about processing UCP complaints, and that the staff member shall be knowledgeable about the laws and programs that they are assigned to investigate. The notice may be made available on the School's website.

The School does not operate a preschool program, but pursuant to applicable law, the notice shall include a statement that in order to identify appropriate subjects of state preschool health and safety issues pursuant to § 1596.7925 of the California Health and Safety Code ("HSC") a notice shall be posted in each California state preschool program classroom in each school in the local educational agency notifying parents, guardians, pupils, and teachers of both of the following: (1) the health and safety requirements under Title 5 of the California Code of Regulations apply to California state preschool programs pursuant to HSC § 1596.7925, and (2) the location at which to obtain a form to file a complaint. Posting a notice downloadable from the CDE website shall satisfy this requirement.

The School's annual UCP notice is in English. If 15% or more of students enrolled at the School speak a single primary language other than English, the annual notice will be provided in that language as well, pursuant to Education Code § 48985.

IV. Designation of Responsible Employee

The School's Principal is the "Responsible Employee" for receiving, investigating and responding to UCP complaints. Complaints shall be addressed to:

Maricela R. Frymark
Senior Director of School Policy and Compliance
~~***Principal***~~
[Mailing Address]
~~[~~maricelafrymark@ofy.org ~~]~~
(909) 520-2018~~]~~

In no instance will the Responsible Employee be assigned to investigate a complaint in which he or she has a bias that would prohibit him or her from fairly investigating or responding to the complaint. Any complaint against the Responsible Employee or that raises a concern about the Responsible Employee's ability to investigate the complaint fairly and without bias should be referred to the School's Governing Board or other appropriate School official, who will determine how the complaint will be investigated. The School will ensure that the Responsible Employee (or designee) investigating the complaint is knowledgeable about the laws and programs at issue in the complaint. The School may consult with legal counsel in addressing complaints as deemed appropriate.

V. Confidentiality and Non-Retaliation

The School will ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, or bullying remains confidential as appropriate.

UNIFORM COMPLAINT PROCEDURES

Updated January 2026

I. Step 1: Filing a UCP Complaint

A UCP complaint must be filed according to the procedures set forth herein.

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization, may file a UCP complaint. However, a complaint filed on behalf of a student may only be filed by that student or that student's duly authorized representative.

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying may be filed by a person who alleges that he or she personally suffered unlawful discrimination, harassment, intimidation, or bullying, or by a person who believes that an individual or any specific class of individuals has been subjected to the same.

A UCP complaint is written and signed. If a complainant is unable to put his/her complaint in writing due to a disability or illiteracy, the School will assist the complainant in the filing of the complaint. A signature on a UCP complaint may be handwritten, typed (including in an email), or electronically-generated. Complaints related to pupil fees and/or LCAPs may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

Complainants are encouraged, but not required, to use the appropriate complaint form(s), attached.

Complaints shall be filed with the Responsible Employee at the address provided herein. A pupil fees complaint may also be filed with the School's Principal or designee. The Responsible Employee will maintain a log of complaints and subsequent related actions to the extent required by oversight agencies.

Upon receipt of a complaint, the Responsible Employee (or designee) will evaluate the complaint to determine whether it is subject to this UCP and will endeavor to notify the complainant within ten (10) workdays if the complaint is outside the jurisdiction of this UCP.

The Responsible Employee (or designee) may also determine if interim measures are necessary pending the result of an investigation. If interim measures are determined to be necessary, Responsible Employee (or designee) will consult with the Principal or designee, prior to implementing any such measures. The interim measures shall remain in place until the Responsible Employee (or designee) determines that they are no longer necessary or until the School issues its final written Investigation Report, whichever occurs first.

A. Timing of Complaints and Investigation

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be filed no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred or the complainant first obtained knowledge of it. The time for filing may be extended by the Responsible Employee (or designee) for good cause upon written request from the complainant. Such extension shall be in writing and may not exceed ninety (90) calendar days following the expiration of the six-month period.

All other complaints shall be filed no later than one (1) year from the date the alleged violation occurred, except this one-year timeline shall not apply to complaints regarding the educational rights of foster youth. For complaints regarding LCAP, the date of the alleged violation is the date when the School's governing board approves the LCAP or annual update.

Unless a UCP complaint is resolved through mediation as set forth below, the School will investigate the UCP complaint and issue a written Investigation Report to the complainant within sixty (60) calendar days from the date of receipt of the complaint, unless the complainant agrees in writing to an extension of time.

II. Step 2: Mediation (Optional)

The Responsible Employee (or designee) and complainant may mutually agree to mediation. Any School employee or member of the School's governing board who has not been involved with the allegations in the complaint may be assigned by the Responsible Employee (or designee) to serve as mediator. The mediator will arrange for both the complainant and the School to present relevant evidence. The Responsible Employee (or designee) will inform the complainant that the mediation process may be terminated at any time by either the School or complainant, in which case the complaint will proceed directly to an investigation. If mediation resolves the complaint to the satisfaction of both parties, the School will implement any remedial measures, and the complainant may choose to withdraw the complaint. If mediation does not resolve the complaint to the satisfaction of both parties or within the parameters of law, the Responsible Employee (or designee) shall proceed with his/her investigation of the complaint.

The use of mediation does not extend the School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

III. Step 3: Investigation of Complaint

In order to investigate the complaint, the Responsible Employee (or designee) shall have access to applicable School records and/or information related to the complaint allegations. As part of his/her investigation, the Responsible Employee (or designee) will do all of the following, in any order:

A. Provide an opportunity for the complainant(s) or complainant's representative(s) and the School's representative(s) to present information relevant to the complaint or investigative process.
B. Obtain statements from individuals/witnesses who can provide relevant information concerning the alleged violation.
C. Review documents that may provide information relevant to the allegation.
D. When necessary, seek clarification on specific complaint issues.

Refusal by the complainant or his/her representatives to provide the Responsible Employee (or designee) with documents or other evidence related to the allegations in the complaint, or failure or refusal to cooperate or obstruction of the investigation, may result in dismissal of complaint because of a lack of evidence to support the allegation.

Refusal by the School to provide the Responsible Employee (or designee) with access to records and/or other information related to the allegations in the complaint, or failure or refusal to cooperate or obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

IV. Step 4: Principal Review (Optional)

If the Principal is not the employee to investigate the complaint, the Principal has the discretion to evaluate the complaint and/or the proposed decision before a final written decision is issued. If the Principal elects to do so, then based on all the evidence obtained during the investigation, the Principal may approve, modify or reject the proposed decision and issue a final decision that meets the requirements set forth herein. The Principal may also decide not to review the complaint, in which case the decision shall be final.

V. Step 5: Final Written Decision (Investigation Report)

The Responsible Employee (or designee) shall prepare and send to the complainant a written report of the investigation and final decision (Investigation Report) within sixty (60) calendar days of receipt of the complaint unless the complainant agrees in writing to extend this date. The School's Investigation Report shall be written in English and, when required by law, in the complainant's primary language.
The Investigation Report shall include:

A. The finding(s) of fact based on the evidence gathered;
B. Conclusion providing a clear determination as to each allegation as to whether the School is in compliance with the relevant law;
C. If the School finds merit in the complaint, the corrective actions required by law;
D. Notice of the complainant's right to appeal the School's Investigation Report to the CDE, except when the School has used its UCP to address a non-UCP complaint; and
E. Procedures to be followed for initiating an appeal to the CDE.

In addition, any Investigation Report on a complaint of discrimination, harassment, intimidation, or bullying based on state law shall include a notice that the complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
An Investigation Report shall not include student information protected under the Family Educational Rights and Privacy Act ("FERPA") or any private employee personnel information, including but not limited to the nature of the disciplinary action taken against a student or employee. If a student or employee is disciplined as a result of the complaint, the Investigation Report shall simply state that effective action was taken and that the student or employee was informed of the School's expectations.

If the School finds merit in a complaint regarding pupil fees, physical education instructional minutes, course periods without educational content, or LCAP, the remedy will go to all affected pupils and parents/guardians. For all other complaints within the scope of the UCP, the remedy shall go to the affected student. With respect to a pupil fees complaint, the School, in good faith, will engage in reasonable efforts to identify and fully reimburse all pupils, parents, and guardians who paid any unlawful pupil fee within one year prior to the filing of the complaint.

VI. Appeal Process

A. A complainant may appeal the School's Investigation Report by filing a written appeal within thirty (30) calendar days of the date of the Investigation Report to the CDE. This appeal to the CDE must specify and explain the basis for the appeal, including at least one of the following:

1. The School failed to follow its complaint procedures;
2. Relative to the allegations of the complaint, the Investigation Report lacks material findings of fact necessary to reach a conclusion of law;
3. The material findings of fact in the Investigation Report are not supported by substantial evidence;
4. The legal conclusion in the Investigation Report is inconsistent with the law; and/or
5. In a case where the School found noncompliance, the corrective actions fail to provide a proper remedy.

B. The appeal must be sent to CDE with:

1. A copy of the locally filed complaint; and
2. Scope of the School's Investigation Report.

C. The CDE may directly intervene in the complaint without waiting for action by the School when one of the conditions listed in Title 5, California Code of Regulations, § 4650 exists, including cases in which the School has not taken action within sixty (60) days of the date the complaint was filed with the School. A direct complaint to CDE must identify the basis for the direct filing of the complaint, which must include evidence that supports such a basis.

VII. Civil Law Remedies

A complainant may pursue available civil law remedies under state or federal discrimination, harassment, intimidation, or bullying laws. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

VIII. UCP Requirements Regarding State Preschool Health and Safety Issues Pursuant to HSC § 1596.7925

To file a UCP complaint regarding a state preschool health and safety issue pursuant to HSC § 1596.7925, the complainant must file the complaint with the preschool program administrator or designee. The School does not currently operate a preschool program.

A state preschool health and safety issues complaint about problems beyond the authority of a school's preschool program administrator shall be forwarded to the appropriate school official for resolution in a timely manner not to exceed ten (10) working days.

A state preschool health and safety issues complaint may be filed anonymously. A complainant who identifies themselves is entitled to a response if they indicate that a response is requested. A complaint form shall include a space to mark whether a response is requested. If Education Code § 48985 is otherwise applicable, the response, if requested, and the Investigation Report shall be written in English and the primary language in which the complaint was filed.

A complaint for a state preschool health and safety issue shall specify the location for filing a complaint. A complainant may add as much text as they wish to explain the contents of the complaint.

When investigating a UCP state preschool health and safety issue, the preschool program administrator or designee shall make all reasonable efforts to investigate any problem within their authority, and investigations shall begin within ten (10) calendar days of the receipt of the complaint. A valid complaint shall be remedied within a reasonable time period not to exceed thirty (30) working days from the date the complaint was received. The resolution of the complaint shall be reported to the complainant within forty five (45) working days of the initial filing. If the preschool program administrator or designee makes this report, they shall also report the same information in the same timeframe to the Charter School's designee.

IX. Filing an Appeal Regarding UCP State Preschool Health and Safety Issues

A complainant not satisfied with the resolution of the preschool program administrator or designee has the right to describe the complaint at a regularly scheduled hearing of the board. A complainant will not be precluded from filing an appeal to the SSPI if the complainant does not file a local appeal.

A complainant who is not satisfied with the resolution proffered by the preschool program administrator or designee has the right to file an appeal to the SSPI within thirty (30) calendar days of the date of the Investigation Report. The complainant shall comply with all appeal requirements listed in Title 5, California Code of Regulations, § 4632.

The School shall report summarized data on the nature and resolution of all UCP state preschool health and safety issues complaints on a quarterly basis to the county superintendent of schools and its board. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the Charter School's board. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints.

All complaints and responses are public records.

UNIFORM COMPLAINT PROCEDURES FORM

SCHOOL

Updated January 2026

This Complaint Form may be used to file a complaint subject to the School's Uniform Complaint Procedures. Complaints concerning pupil fees and/or LCAPs may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. However, if you wish to receive a response, you must provide the following contact information. Complaints shall be handled in a confidential manner to respect the privacy of all parties to the fullest extent possible. Retaliation in any form for filing a complaint is prohibited.

Response requested: ☐ **Yes** ☐ **No**

Name (Optional for Pupil Fee & LCAP Complaints): _____

Mailing Address (Optional): _____

Email Address (Optional): _____

Issue of complaint (please check all that apply):

☐ Pupil Fees

☐ Local Control and Accountability Plans ("LCAP")

☐ Discrimination, Harassment, Intimidation, or Bullying in Programs or Activities

☐ Other Complaint Re: Programs and Activities

Date(s) of Problem: _____

Location of Problem (school name, address, and room number or location): _____

Describe the specific nature of the complaint in detail. You may include as much text as necessary (please use the other side if necessary)

B. Information Item(s)

B.1 OFY-SG Charter Update

OFY - SAN GABRIEL REGION UPDATE

February 2026

STUDENTS SERVED: **97**

In This Issue: **February 2026**

Enrollment





San Gabriel	Month 6	Month 7	Month 8
Enrollment	105	100	97
SPED	23	20	21
ELL	9	9	11
Foster/Homeless	3	4	5

Student Academics

- Night School available on select days
- Physical Fitness Testing
- SGI second semester began
- ELA and Math Enrichment classes
- CAASPP Testing coming soon
- Pathways College Evolution of Music Course
- Upcoming ASL Course



Student Engagements

School Engagements:

- Picture Day
- Senior Quotes submission open for the yearbook
- Boys and Girls Soccer season in session
- Aquarium of the Pacific field trip
- Spring Semester Kickoff coming soon
- Science Class Rocket Test Field trip to Almansor Park
- LCAP Survey

Student Groups:

- ASB
- Art Wellness Group
- RISE



CHARTER UPDATE
ONLINE PROGRAM

OFY-SG

HOW WE'RE DOING

159
Enrollment

94.1%
Monthly Progression

53.9%
Credit Attainment

English - 6.9
Math - 6.4
Science - 5.2
Social Science - 6.1
World Language - 7.6
Core Couse Completion

SCHOOL ACTIVITIES

Financial Aid Support for Students & Families



During Financial Aid Season, the Online Program provided comprehensive support to help students and families access available college and career training funds. Students were encouraged to submit a FAFSA or CADAA by the March 2, 2026 priority deadline to maximize eligibility for grants, scholarships, fee waivers, and other financial aid opportunities. To support timely completion, the counseling team hosted daily virtual FAFSA/CADAA workshops through early March, offering both morning and afternoon sessions to accommodate family schedules. Workshops provided step-by-step guidance in a confidential and supportive setting, helping students keep postsecondary options open while finalizing future plans.

Sauté Culinary Academy

Students participated in a hands-on culinary field trip through the Sauté Culinary Academy, where they learned to prepare authentic Hispanic dishes such as chicken empanadas, enchiladas, guacamole, and churro cookies. This experience provided real-world exposure to culinary arts, reinforced career exploration, and supported workforce readiness through experiential learning in a professional kitchen environment. Transportation and orientation were coordinated to ensure accessibility and student safety.





Testing in the Park

In February staff met parents and students at local parks for our annual Physical Fitness Test. It was another great opportunity for staff to meet with students in person and cheer them on as students did their curl-ups, push-ups, PACER, trunk lifts, and shoulder stretches.

RESOURCE SPOTLIGHT

Panther Cubs is a monthly virtual support group for pregnant and parenting students, facilitated by our School Social Worker and support staff.

The program provides a safe, supportive space focused on empowerment, emotional well-being, and practical guidance, with meeting topics including healthy relationships, boundaries, self-care, postpartum care, and childbirth. In addition, the school maintains a **Panther Cubs Closet** with donated baby essentials such as clothing and blankets.

Students are also connected to community-based resources including mental health supports, childcare assistance, housing services, and parenting programs, helping reduce barriers to engagement and support student persistence and success.

STUDENT SPOTLIGHT: MELINA



Melina joined our online program as a 10th grader and quickly embraced the opportunities available to her. She actively participated in Pathways trips, taking advantage of experiences that extend learning beyond the virtual classroom.

This year, Melina will make program history as our first OFY SG student in OP to take the AVANT assessment in Armenian. Melina also reclassified as Reclassified Fluent English Proficient (RFEP) this fall, demonstrating tremendous academic growth and perseverance.

Now, as she prepares to graduate this spring, Melina leaves behind a legacy of achievement and quiet determination. Her journey reflects the power of personalized learning, cultural pride, and student-centered support. We are incredibly proud of her accomplishments and excited to see what she achieves next.

B.2 OFY-SG Charter Renewal Petition Update

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

March 2026

Agenda Item: OFY-SG Charter Renewal Petition Update

Purpose: The Board will receive an update regarding the status of the OFY-SG Charter Renewal Petition.

The current charter term, originally set to expire on June 30, 2026, was extended by one year pursuant to Education Code Section 47607.4 as amended by Senate Bill 114 (2023) and will now expire on June 30, 2027.

To ensure adequate time for review by both the OFY-SG Governing Board and the San Gabriel Unified School District, school leadership has developed a structured renewal timeline.

Today, the Board will receive an update on the current draft of the renewal petition. A second draft will be presented in May, with the final renewal petition brought forward for Board approval in June. Following approval, the renewal petition will be submitted to the District in July.

This timeline allows sufficient time for the District to review the renewal petition, hold a public hearing, and for its Board of Education to take action well in advance of the charter's expiration.

Major revisions in this draft include the following:

- **Program Overview and Achievements:** Added this section to provide a broad overview of what the school has accomplished during the current charter term highlighting accomplishments in the following 5 categories: Organization, Academic Programs, Curriculum and State Standards, Professional Development, and Student/Parent and Community Engagement.
- **School's Vision**: Vision Statement updated to reflect the vision presented in the student handbook
- **Operating Hours:** Operating hours were updated from 8 am to 5 pm to 8 am to 4 pm, aligning OFY-SG's operating hours with the other OFY charter schools
- **Sample Teacher and Student Schedules**: Schedules were slightly revised to reflect an accurate depiction of what a daily schedule looks like for both students and teachers
- **What It Means to be an Educated Person in the 21st Century:** Added to this section an emphasis on digital fluency
- **Individualized Learning Plan:** Revised this section to explain the ILP consists of multiple interfacing tools through StudenTrac; Grad Calculator, Student Progress Report, Achievement Chat

- **Education Program:**
    - Added workforce opportunities that are offered to students such as **Career Technical Education (CTE)** and other career exploration activities
    - Revised the **Online Learning** section to describe the tools, programs and resources available to students who learn best in this modality
    - Revised **Extended Learning** section to highlight that the charter school offers a year-round program with 240 days of instruction
    - **Experiential Learning:** Description of new trips were added: Scandinavia, Ireland and Japan
    - **Parental Involvement:** Descriptions were added for the Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC)
    - **Year-round Enrollment Calendar:** Description of the benefits of having students access our program all year long vs a traditional school
    - **Dual Enrollmen**t: Description of the process of developing College and Career Access Pathways (CCAP) agreements with community college districts
    - **English Learners:** Updated to reflect current best practices as well as current curriculum offerings
    - **Homeless and Foster Youth:** Updated to include provisions under the McKinney Vento Act as well as AB-408, which detail the educational rights of Foster/Homeless students
    - **Alternative Graduation Pathway:** Added this additional pathway under graduation requirements to exempt certain students from the school's local graduation requirements (above state minimum high school graduation requirements) for justifiable reasons consistent with the intent of AB 2251.
    - **State Mandated Assessments:** This section was added to list and describe state mandated test such as the California Assessment of Student Progress and Performance or CAASPP and the California Science Test or CAST
- **Network Leadership:** Updated job descriptions for the leadership team such as: Superintendent, Assistant Superintendent, Director of Schools, Director Of Special Education, Director of Policy and Implementation, etc. to more accurately reflect the school's current leadership structure
- **New Legal Requirements:** Added any new requirements of charter schools that were enacted into law since the charter petition was last approved.

Superintendent's Recommendation: N/A

Proposed Motion: N/A

B.3 OFY-SG Student Handbook for Fiscal Year 2026-2027

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

March 2026

Agenda Item: OFY-SG Student Handbook for Fiscal Year 2026-2027

Purpose: The Board will receive the OFY-SG Student Handbook for Fiscal Year 2026-2027.

The student handbook is an annual handbook made available to students, parents, and legal guardians upon enrollment. This handbook serves as a primary resource outlining students' rights, responsibilities, academic expectations, and the policies and procedures that guide daily operations within our schools. It is a routine, operational handbook that includes general school information, including Academics, Student Conduct, School Safety, Health and Wellness, and other required notifications, ensuring alignment with California Education Code regulations and current best practices for charter school operations.

The 2026-27 Student Handbook has been reviewed and revised to include the following updates:

- Embedded the new proposed 26-27 Academic Calendar
- Embedded Legal reviewed and updated the Uniform Complaint Procedures Policy
- Embedded updated Discipline Policy
- Embedded updated Search and Seizure Policy
- Embedded Student Smart Phone Policy
- Embedded Dual Enrollment Annual Notification
- Embedded Student Planning Guide
- Embedded Family Safety Planning and Emergency Contact Information Required by Ed Code (AB 495)
- Embedded California College Guidance Initiative (CCGI) required by California Education Code §60900.5
- Embedded Graduation Adornment Summary required by Ed Code (AB 1369)
- Embedded updated Security Surveillance Policy
- Embedded updated Transportation Policy
- Embedded updated Dress Standard
- Embedded updated Immunization policy regarding Personal Belief Exemptions (PBE) for vaccines.
- Revised FERPA language to align with new education code requirement and embedded FERPA Opt Out form
- Updated Section 504 plan reviews from annual review to no longer than every three years
- Updated Laptop Restitution Policy to reflect yearly updates to maximum allowable fine amounts: $26,000

Options For Youth
Public Charter Schools

Pending updates include:

- Confirmation of State testing dates and schedules
- Curriculum additions
- Final legal review

Fiscal Impact: N/A

Superintendent's Recommendation: Y

Proposed Motion: N/A

Options For Youth
Public Charter Schools

Options for Youth - San Gabriel Student Handbook

202~~5~~6-202~~6~~7

This Student Handbook is also available on the
OFY-San Gabriel Website: lions.ofy.org

Options for Youth Public Charter Schools

This handbook is intended to provide students and parents with a guide to the academic and program requirements at Options for Youth - San Gabriel Public Charter School ("OFY-San Gabriel" or the "Charter School"). Every student, parent and guardian should read all of the information carefully and discuss it before enrollment. It should be reviewed throughout the student's enrollment in the school. Planning a school program is very important, and careful thought should be given to future goals and dreams, aptitudes, and willingness to work. If you have any questions, please contact your local center or supervising teacher.

I have received and reviewed the OFY-San Gabriel Student Handbook. As stated in the Master Agreement Form and as a condition of enrollment, my student and I agree to the terms for voluntary enrollment noted in the Student Handbook, which may include but are not limited to:

Attending additional classes or programs assigned by the student's teacher, such as:

- Direct Instruction (DI): Math and Reading/Writing, Social Science, Science, or other subjects as assigned
- Sessions with post-secondary counselors and resource specialists.
- RenStar Testing

State Mandatory Assessments such as:

- CAASPP (SBAC)(ELA/Literacy and Math) and CAST (CA Science Test) — April-May*
- State-Mandated Physical Fitness Testing — February-May*
- English Language Proficiency Assessments for California (ELPAC)

Turning in all necessary paperwork and forms each school year a student wishes to remain enrolled, such as:

- Student Agreement Form
- Student Emergency Release Cards

Attending the orientation does not constitute enrollment at OFY-San Gabriel. To ensure that each student is enrolled as soon as possible, all enrollment forms must be signed and received prior to student enrollment.

Signature of Student	Age	Date

Signature of Parent/Guardian *(Required for students under 18 years of age)*	Date

*Testing months are subject to change on a yearly basis. Please check with your student's teacher for current testing dates.
202~~5~~6-202~~6~~7 School Year

Dear Student,

Welcome to Options for Youth - San Gabriel Public Charter School (OFY-San Gabriel). The faculty, staff, and administration are looking forward to working with you and your family during the time you spend in our program. You will be given the responsibility for actively participating in your educational process. With the help of your teachers, you will be guided through what we hope will be a productive and rewarding educational experience.

We are here to help facilitate your goals, as long as they are positive. It will be your responsibility to complete your course assignments and keep all scheduled appointment times. If you are having difficulty, our teachers are happy to meet with you one-on-one or in small groups to help facilitate your learning process.

OFY-San Gabriel has also developed a school counseling and guidance program that focuses on career, academic, personal, and social development for the student. Students interested in obtaining counseling services can schedule an appointment through their teacher or post-secondary counselor.

Please share this information with your parent(s) or guardian(s) who will be involved in your overall learning experience.

Sincerely,
Ileana Kiriakos

Ileana Kiriakos
Superintendent
San Gabriel Charter

Resource Center Locations

OFY-San Gabriel

San Gabriel 215
S. Mission Dr.
San Gabriel CA 91776
(626) 282-0390
lions.ofy.org/

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School General Information

General Enrollment Information

To enroll at OFY-San Gabriel, the student or family should contact their local center or visit the school website to start the application process. OFY-San Gabriel admits students entering the seventh through twelfth grades. It is the goal of OFY-San Gabriel to set students up for success.

Parents are asked to schedule an orientation, typically held at the center. Students 18 and over can schedule an orientation without a parent. During this orientation, the teacher will meet with the student and their families to introduce them to the program, explain expectations, complete enrollment paperwork, set up a schedule for the student, and assign the first class.

OFY-San Gabriel does not request student records (e.g., transcripts) before enrolling a student. Please note: OFY-San Gabriel will request other records as required by law during the enrollment process, including immunization records because the school cannot unconditionally admit a student who does not meet California's immunization requirements.

Lottery Policy

OFY-San Gabriel does not discriminate in admitting pupils who wish to attend the school. OFY-San Gabriel will admit all pupils who wish to attend the school, however, if the number of pupils who wish to attend exceeds the school's capacity, attendance, except for existing pupils, will be determined by a public random lottery in accordance with the school's charter.

OFY-San Gabriel establishes due dates for enrollment applications prior to the beginning of the school year in order to determine if a lottery is necessary. However, applications are also accepted at any time on a rolling basis after the due dates.

Details about the lottery procedure can be found in OFY-San Gabriel's charter petition. In the event a lottery is necessary, names who were not enrolled from the lottery are placed on a waitlist. Wait lists last the duration of each academic school year.

During the year, if a student seeks to enroll at a center that is at enrollment capacity, the Center Coordinator will:

1. Notify parent/guardian
2. Add student to the waitlist
3. When space becomes available, offer enrollment to students on the waitlist.

Who is responsible for compliance?

- Assistant Principal
- Principals (or designee)

Age of Enrollment[1]

OFY-San Gabriel can enroll students between the ages of 12 and 19. When a student turns 22 years of age, the student's enrollment will be terminated with no option to return.

Students with Disabilities

As part of the enrollment process, after a student is admitted, OFY-San Gabriel will request a copy of a current IEP from the district of residence or the parent may choose to provide a copy. The school will review the IEP and ensure student is provided an interim placement while moving forward with the general enrollment process.

During the first 30 days, in consultation with the student's parents/guardian, OFY-San Gabriel will offer comparable services to those listed in the most recent IEP. Families will receive copies of all interim placement forms outlining these services. A 30 Day Interim Placement IEP meeting will be held on or before the 30th calendar day of enrollment to review placement, services, accommodations and progress towards goals. The IEP team will either adopt the previously held IEP or develop, adopt, and implement a new IEP. The determination regarding the appropriateness of independent study for a particular student receiving special education services will be made by the student's IEP Team.

Out-of-date IEP documents will be reviewed by the school and updated as necessary.

Special Student Populations

OFY-San Gabriel is open to enrollment for homeless, foster, and juvenile justice system students. In accordance with The McKinney- Vento Homeless Assistance Act (42 U.S.C. § 11431-11435), OFY-San Gabriel provides homeless students with equal access to free and appropriate education and support services necessary to meet the same academic standards as all other students.

In accordance with Education Code Sections 48850(a) (3) (A) and 47605(e), OFY-San Gabriel will immediately enroll a homeless student regardless of the availability of school

1. These requirements are in effect unless changed or modified

or immunization records. Education Code Section 48853.5 provides foster youth with immediate enrollment in school regardless of the availability of school or immunization records. In addition, immediate enrollment rights apply to these student populations: former juvenile justice system students under Education Code Section 48645.5(c), military youth under Education Code Section 48204.6(c) (3), and migratory youth under Education Code Section 48204.7(c) (3). Foster, homeless, former juvenile justice system students, military youth, migratory youth, and newly arrived immigrant youth may qualify for exemption from OFY-San Gabriel's local graduation requirements as explained in Education Code Section 51225.1. Students experiencing homelessness are advised to contact the Homeless & Foster Education Liaison at their school to access referrals to local available services. Contact information for the Homeless & Foster Education Liaison is available on the Charter School's website.

Notice to Students Interested in Enlistment

If you are interested or think you may be interested in enlisting in any branch of the United States military, such as the Navy, Air Force, Marines or Army, we recommend that you consult with your local recruiting office to determine educational requirements for enlistment. OFY-San Gabriel is an alternative educational program in which academic progress is determined by the student's work rather than the student's physical attendance in class. We urge anyone interested in military service to consult with their local recruiting office to obtain information about requirements for enlistment.

Standardized Testing

The state of California mandates that all OFY-San Gabriel students participate in yearly standardized testing. This includes testing on core subjects, as well as annual Physical Fitness testing in grades 7 and 9.

Students who enroll in OFY-San Gabriel are required to participate in these standardized tests.

The scheduled testing dates are below. Contact your school site for testing availability.

Smarter Balanced Test

The Smarter Balanced test assesses students in English Language Arts/Literacy and Mathematics.

- ***Who Takes It:*** *3rd–8th and 11th grade required*
- ***When:*** *April 1920, 2076– May 78, 2076**
  **Tentative. These proposed dates mirror the process used to determine the prior year's SBA/CAST testing window. Dates cannot officially be set until Fall.*

California Science Test

The California Science Test (CAST) is a required online test that is based on the California Next Generation Science Standards.

- ***Who Takes It:*** *Students will take CAST in 8th grade and will have one opportunity to test in high school. Your child will be given the opportunity to test in grade 12 if they haven't already had the opportunity to test.*
- ***When:*** *April 1920, 2076 – May 78, 2076**
  **Tentative. These dates mirror the process used to determine the prior year's SBAC/CAST testing window. Dates cannot officially be set until Fall.*

Physical Fitness Test (PFT)

The Physical Fitness test measures the level of student physical fitness through a series of circuit exercises.

- ***Who Takes It:*** *5th 7th and 9th grade*
- ***When:*** *February 12, 2076 – May 3231, 2067**
  **Tentative*

English Language Proficiency Assessments for California (ELPAC)

The ELPAC is a required test given to students whose primary language is not English.

- ***Who Takes It:*** *Any student classified as an English Language Learner*
- ***When:***
  ○ ***Initial Assessment:*** *July–June* ○ ***Summative Assessment:*** *Feb–May*

PSAT/NMSQT

The PSAT provides firsthand practice for the SAT.

- ***Who Takes It:*** *10th graders (All 10th graders or all 10th graders on the A-G track)*
- ***When:*** *October 87, 2065**
  **Tentative. This is the anticipated Primary test day released on the College Board's website.*

SAT (School Day)

Students have opportunity to take SAT on-site

• ***Who Takes It:*** *11th and/or 12th graders* •
When: *March 101, 2076**
Alternate Date ***When:*** *March 245, 2076**
**Tentative*

SAT 2065-2076 Dates

- *August 1523, 2065**
- *September 123, 2065**
- *October 34, 2065**
- *November 78, 2065**
- *December 56, 2065**
- *March 134, 2076**
- *May 12, 2076**
- *June 57, 2076**

**Please be aware these may be Saturdays; if so the exam will be delivered online.*

ACT 2026~~5~~-2027~~6~~ Dates

- *September 19~~6~~, 2026~~5~~*
- *October 1~~7~~~~8~~, 2026~~5~~*
- *December 12~~3~~, 2026~~5~~*
- *February 27~~14~~, 2027~~6~~*
- *April 10~~1~~, 2027~~6~~*
- *June 12~~3~~, 2027~~6~~*
- *July 10~~1~~, 2027~~6~~*

AP Exam

Taking the AP Exam in May serves as the natural culmination of their AP course experience. • ***Who Takes It:*** *talk with your post-secondary counselor*

- ***When:*** *Monday, May 3~~4~~ - May 14~~5~~, 2026. Contact your individual center for testing days and times, as well as the test preparation schedule.*

Star Renaissance

- Upon enrollment in OFY-San Gabriel all students take a computer adaptive placement assessment in reading and math; currently STAR Renaissance. These placement tests allow teachers to diagnose the current reading and math level of each student. In addition, all students are assessed at least three times each school year to measure the growth and progression of each student in reading and math.
- ***When:*** *The testing windows take place in (tentative)*
  - Fall: 8/1/2026~~5~~ - 11/30/2026~~5~~
  - Winter: 12/01/2026~~5~~ - 3/31/2027~~6~~
  - Spring: 4/01/2027~~6~~ - 07/3~~0~~1/2027~~6~~

- OFY-San Gabriel uses these updated diagnostic assessments of student skill growth to measure the program's success and provide adjustments to students' Individualized Learning Plans.

Student Activities

OFY-San Gabriel strives to create a learning environment which is respectful of the rights and dignity of all members of our learning community. Students are expected to conduct themselves in a respectful and professional manner while participating in all activities associated with OFY-San Gabriel.

OFY-San Gabriel offers extracurricular activities such as, but not limited to, field trips, Prom, Senior Social and sports. It is expected that all students participating in these activities are in good standing, adhere to all student behavior expectations, and meet all academic requirements listed on the Student Agreement Form in order to participate in such activities.

Student Holidays (2026~~5~~-2027~~6~~)

In addition to weekends (Saturday and Sunday), student holidays are not counted as school days. Therefore, students are not required to complete assigned activities on these days.

Students are required to notify their teacher any time that they will not be attending their scheduled appointments and/or classes. Prior arrangements can be made if the student will not be attending for an extended period of time.

Please note that the school may modify the hours of operation for meetings, school events, testing administrations, etc. Be sure to consult the school calendar to be aware of non-holiday closures or changes in hours of operation. Students are still responsible for their assignment when the school is closed.

Independence day .....July 4, 2026~~5~~
Labor Day ..... Sept. ~~1~~7, 2026~~5~~ Veteran's Day .....Nov 11, 2026~~5~~ Thanksgiving Holiday ..... Nov 26-27~~–28~~, 2026~~5~~
Winter Break .....Dec 2~~1~~2, 2026~~5~~–Dec 31~~Jan 2~~, 2026
New Year's Day ..... Jan 1, 2027~~6~~ MLK Day ..... Jan 1~~8~~9, 2027~~6~~
President's Day .....Feb 1~~5~~6, 2027~~6~~ Spring Recess ..... March 1~~8~~9-19~~20~~, 2027~~6~~ Memorial Day .....May 31~~25~~, 2027~~6~~
Juneteeth Day .....June 1~~9~~8, 2027~~6~~

Graduation Ceremony

The School conducts at least one graduation ceremony each school year, typically taking place in the Spring. Students who successfully complete all requirements by the deadline are invited to participate in the graduation ceremony. Please refer to your school calendar for important information and dates regarding graduation ceremonies and other related events.

Graduation Regalia, Items of Special Recognition, and other items of Adornment

Each student with confirmed participation in the School's graduation ceremonies will be provided a standard cap and gown at no cost. The School may offer additional items of recognition which can be worn along with the cap and gown such as honor cords, stoles or pins.

Students participating in graduation ceremonies or related activities may wear traditional tribal regalia or recognized objects of religious or cultural significance, as determined

by the student and the student's family as adornment. The School will not require a preapproval process for a graduate's use of adornment as defined by law. This does not limit the School's discretion and authority to prohibit an item that is likely to cause a substantial disruption of, or material interference with, the ceremony or event.

Student Learning Outcomes

It is the belief of OFY-San Gabriel that all students are unique individuals who:

- Can learn
- Are capable of self-improvement
- Are capable of quality work
- Are worthy of a positive dream for their future and can develop positive life plans
- Will flourish in a positive school environment with instruction personalized to their needs

Upon graduation, OFY-San Gabriel students are expected to be goal-oriented individuals who have a plan to attain their dreams. To that end, the program seeks to teach students how to:

1. Take responsibility for own life.

Students will show they have taken responsibility for their lives by:

- Identifying their dreams and post-secondary goals
- Setting deadlines and keeping them
- Completing schoolwork to the best of their ability, in a timely manner
- Advocating for themselves
- Taking risks to achieve goals
- Using obstacles or setbacks as springboards for success
- Understanding the impact of personal choices
- Working with staff to create a plan for postsecondary goals
- Carrying out the plan to achieve post-secondary goals

Staff will measure progress by:

- Analyzing student progress data which measures student's ability to keep academic deadlines, tracking the completion of character education and/or Pathways Program courses, tracking completion of college/career prep courses, use of dream sheets

2. Think Critically.

Students will exhibit thinking critically by:

- Effectively accessing digital resources
- Collecting , organizing , and drawing meaning from data
- Critically analyzing written material
- Making meaningful arguments to support a position
- Explaining reasoning in problem solving
- Using the scientific method to validate or disprove a hypothesis

Staff will measure progress by:

- A-G Completion rate, internal benchmark assessments, mandated state test, core course completion rates, college entrance exams, course assessment data

3. Make Meaningful Interpersonal Connections.

Students will show they have made meaningful interpersonal connections by:

- Regularly communicating with teachers about academic progress and/or personal goals
- Regularly communicating with parents/guardians about academic progress and/or personal goals
- Participating in extra-curricular and/or cocurricular activities
- Volunteering in the community
- Showing awareness of benefits of serving in the community

Staff will measure progress by:

- Examining survey results, obtaining anecdotal information from students/parents/teachers, tracking completion of character education and/or Pathways Program courses, and maintaining the graduation requirement of community service

2026 – 2027 School Year Calendar

July

S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August

S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September

S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October

S	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December

S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027

S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February

S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March

S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April

S	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May

S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June

S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Start-End

Month 1	Jul 1 – Jul 28
Month 2	Jul 29 – Aug 25
Month 3	Aug 26 – Sep 22
Month 4	Sep 23 – Oct 20
Month 5	Oct 21 – Nov 17
Month 6	Nov 18 – Dec 15
Month 7	Dec 16 – Jan 26
Month 8	Jan 27 – Feb 23
Month 9	Feb 24 – Mar 23
Month 10	Mar 24 – Apr 20
Month 11	Apr 21 – May 18
Month 12	May 19 – Jun 15
Month 13	Jun 16 – Jun 30

Holidays

Independence Day	July 3 (Observed)	President's Day	February 15
Labor Day	September 7 (Observed)	Spring Break	March 18-19
Veterans Day	November 11	Memorial Day	May 31
Thanksgiving	November 26-27	Juneteenth	June 18
Winter Break	December 21-31	**Floating Holidays**	
New Year's Day	January 1, 2027	Floating Holiday 1	June 7-11
MLK Day	January 18	Floating Holiday 2	June 14-18
Holiday	February 12	Floating Holiday 3	June 21-25

Supplemental Dates		Track Start	Guide	
Track D - 1A - Sep 23–30	Track A - 7- Dec 16–Jan 26	Track A - July 1		Holiday
Track A - 6B - Dec 3–15	Track B – 6 - Dec 16–Jan 26	Track B - July 29		Month Start/End
Track B - 5B - Dec 4–15	Track C – 5- Dec 16–Jan 26	Track C - August 26	XX	Floating
Track C - 4B - Dec 8–15	Track A – 8 - Jan 27–Feb 23	Track D – September 23	OO	Supplemental
	Track B – 7- Jan 27–Feb 23			Exempt
	Track A – 9 - Feb 24–Mar 23			

General Information and Academics

Grade Level Classification (9-12)

All students are expected to attend high school for eight semesters. However, if students work at an accelerated pace and complete the necessary course credit requirements, they may graduate early. Students are eligible to start earning credit for high school after meeting the core content requirements of the 8th grade. All eligible students must notify their instructor before they begin high school courses. Students are classified as follows:

Classification*	Credits Earned
Grade 9 – Freshman	0-59
Grade 10 – Sophomore	60-119
Grade 11 – Junior	120-179
Grade 12 – Senior	180-210

** Please note that classification is not based on age; rather, it is based on credits earned. Classification may be reviewed each semester.*

Grade Level Placement of Incoming Students Students who enroll in OFY-San Gabriel will be measured and placed in the appropriate grade by using their most current grades, state standardized test scores, and placement test results from receiving schools. Students with no test scores or records of achievement will be placed at the appropriate grade level indicated by their previous report cards and/or transcript records, or based on a diagnostic test administered by OFY-San Gabriel. The grade level placement of any incoming student shall be at the sole discretion of OFY-San Gabriel leadership staff.

Pupil Grade Level Promotion and Retention Plan
Student grade level promotion or retention will be solely based on demonstrated growth in learning and meeting grade level standards of expected student achievement.

Prohibited Grade Level Promotions or Retentions OFY-San Gabriel will never take into consideration nonacademic factors including, but not limited to, a student's sports opportunities when determining the student's grade level promotion or retention. In addition, the ability to repeat a grade level in order to achieve better grades is not a valid consideration for grade level retention. When retaining a student at a particular grade level, it is solely based on whether or not they have successfully mastered the courses and concepts OFY-San Gabriel has prescribed for that grade level. The grade level promotion or retention of any OFY-San Gabriel student shall be at the sole discretion of OFY-San Gabriel leadership staff.

Attendance and Academic Progress

Academic and social successes are significantly related to regular instruction and goal setting. OFY-San Gabriel provides a successful alternative to traditional classroom based school programs to empower students to achieve academic and personal goals through the independent study program. The OFY-San Gabriel independent study program allows students flexibility in scheduling their academic program. Teachers work with the students to determine their courses and appointments. To be successful and remain in the program, students must meet the minimum requirements:

- Be responsible for attending two appointments each week
- Be responsible for working 4 to 6 hours every school day on the class assignments
- Be responsible for completing a minimum of one unit each week (one unit equals the assignments and assessments)
- Be responsible for attending all Direct Instruction (DI) class meetings and completing all required assignments

Teachers verify attendance based on student attendance sheets and completed assigned activities. It is necessary to verify students' progress. If students fail to sign in on their attendance sheet and/or turn in the required assignments by the appropriate due date, students will be counted as absent for that period.

Illness and family emergencies are considered excused absences as in a traditional school or on a job. Parents are required to call their student's teacher prior to the absence. Students 18 and over must inform their teacher themselves. Lack of transportation is not an excused absence. OFY-San Gabriel has 24-hour voice mail for messages.

Additional excused absences include, but are not limited to:

- If the student engages in a civic or political event, provided the student notifies the school in advance
- Mental health absences
- Medical appointments
- Appearance in court • Religious holidays, etc.
- Spending time with a member of the student's immediate family who is an active duty member of the uniformed services and has been called to duty

for, is on leave from, or has immediately returned from deployment

- Pregnant and Parenting Students:
  Per Education Code 221.51, 222.5 and 46015, pregnant and parenting students are entitled to 8 weeks of parental leave, and additional leave if deemed medically necessary by the student's physician. Absences due to parental leave are marked as excused absences and students are not required to complete academic work or other school requirements. Students are entitled to return to the school and the course of study in which they are enrolled before taking parental leave. Under certain circumstances, students may remain enrolled for a fifth year of instruction in order for the student to complete graduation requirements.

Per OFY-San Gabriel's Truancy Policy, a student may be removed from OFY-San Gabriel for truancy which is defined as when the student fails to complete 100% of the minimum work assignments required for one school month, fails to verify 75% of attendance for one school month, or misses four instructor appointments without a valid reason. For further information, please ask your teacher for a copy of the Truancy Policy.

The State of California mandates that students attend school and participate in all state standardized testing. It is the parents'/guardians' responsibility to see that their children attend school and participate in testing. OFY-San Gabriel teachers welcome the opportunity to speak with parents/guardians at any time regarding attendance and academic progress. OFY-San Gabriel offers a year-round program where there are no traditional semesters. Student progress reports or grades are available upon request.

Credit Policies

Credit Acceptance Policy

OFY-San Gabriel will only accept credits from outside schools and districts that are on the student's transcript. We are not authorized to honor credits that outside schools and districts have not awarded. The charter school may accept transfer credits for grades "A" to "D" in applicable courses from schools that have current Western Association of Schools and Colleges (WASC) accreditations, Association of Christian Schools International (ACSI) accreditations, or other nationally recognized accreditation agencies. Credits from unaccredited schools will be evaluated on an individual basis.

The OFY-San Gabriel Curriculum Department may conduct a review process by request for schools that are not accredited by either WASC or ACSI. OFY-San Gabriel will review the school's program, its course content and instruction. Please consult your teacher for further information.

Withdrawal Credits

OFY-San Gabriel is unable to award withdrawal credits for courses that are not offered at the charter school. However, the student may complete withdrawal credits from their previous school in courses that are also offered at the charter school. Checkout grades for withdrawal courses must be provided to the charter school upon enrollment in order to allow the student to complete them at OFY-San Gabriel. The student has until the end of the semester FOLLOWING the semester of their enrollment with OFY-San Gabriel to complete all withdrawal credits (e.g. if the student enrolls with OFY-San Gabriel in the fall semester, they have until the end of the spring semester to complete the credits).

Only withdrawal courses whose final remaining semester credit(s) are completed by the students will be recognized. No partial withdrawal credit will be awarded unless the student is a homeless or foster youth.

Repeating Courses

Generally, a course cannot be repeated if the student has earned a D- grade or higher. If a student has failed a course or has not demonstrated sufficient competency, the student may retake the course for credit. Consult with your instructor regarding individual situations.

Grade Replacement Policy

Students who re-take courses for grade replacement at OFY-San Gabriel will earn credits at our school. Please note, there are some outside schools and districts (example LAUSD) that do NOT award credits for grade replacement and might not accept the credits that were earned at OFY-San Gabriel. We do not have any control over whether or not they choose to accept the grade replacement credits from OFY-San Gabriel.

Earning Credits at OFY-San Gabriel

Students earn credit by completing the coursework based on the material covered and learned in relation to the Carnegie Standard. Credits may be earned for grades "A" to "C-" in all courses (grades 7-12). The charter school may accept transfer credits for grades "A" to "D" in applicable courses from schools that have current Western Association of Schools and Colleges (WASC) or Association of Christian Schools International (ACSI) accreditations. (Credits from unaccredited schools will be evaluated on an individual basis.) However, actual mastery of skills represented by a "C-" grade or higher is required for advancement in all courses offered by the charter school. Standard credit is 5 units for each semester course passed. Physical Education and most elective courses are standard credit (5 unit maximum per semester). Since students have the flexibility to work at their own pace, they may require more or less time than the average 60 hours to complete 5 credits. Some courses are offered on a variable credit basis. In the courses that are variable credit, a student may earn more or fewer units

than the standard. The amount of work completed and the content standards covered determine the course credit. Consult your instructor for prior approval.

Course Minimum Time Frame

OFY-San Gabriel has a minimum time frame for a student to complete a 5-credit course. Students must take 4 weeks or more to complete a 5-credit course to ensure they have adequate instructional time per course. Students may complete multiple 5-credit courses at a time; however one 5-credit course cannot be completed in under 4 weeks.

Grading System and Grade Point Average

The grade given in any course represents the credentialed teacher's considered judgment of the degree to which the student has achieved the goals and objectives of the course. It represents the teacher's professional judgment of the quality of the student's work and the student's degree of mastery. No grade may be changed by an administrator unless a clerical or mechanical mistake, fraud, or incompetence can be identified.

Quality points are assigned for courses with letter grades. The quality points are divided by the sum of all quality points by the total number of grades, deriving a GPA for each student. OFY-San Gabriel uses the standard 4-point system (see following chart). Grades of "C-" or higher in courses that have been approved for extra honors credit by the UC system will receive an extra point (A=5, B=4, C=3). Students' overall GPAs will reflect the grading policies and point values of OFY-San Gabriel rather than that of their previous school(s).

Superior achievement

The student has excelled, has done work of exceptional quality, and stands apart.

Percentage	Letter Grade	Grade Point Value
97-100	A+	4.00
93-96	A	4.00
90-92	A-	3.70
87-89	B+	3.30

Above average achievement

The student has done more than is expected of a student who satisfactorily completes the class objective.

Percentage	Letter Grade	Grade Point Value
87-89	B+	3.30
83-86	B	3.00
80-82	B-	2.70

Average achievement

The student has satisfied the objectives of the course.

Percentage	Letter Grade	Grade Point Value
77-79	C+	2.30
73-76	C	2.00
70-72	C-	1.70

Not meeting the Requirements

Note: Grades of D or F are not given at OFY-San Gabriel. If a student does not achieve the minimum standards for a grade of C-, the teacher will work with that student, and the student can re-do the work and tests until the standards are mastered.

Percentage	Letter Grade	Grade Point Value
	D+	1.30
	D	1.00
	D-	0.70
	F	0.00

Educational Records and Student Information Policy (FERPA)

Annual Notification of Rights and Notice Regarding Disclosure of Student Directory Information Under Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act ("FERPA"), a federal law, affords parents and student who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within forty-five (45) days after the day OFY-San Gabriel receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask OFY-San Gabriel to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing their tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.
   Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by OFY-San Gabriel to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

   Student Privacy Policy Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202

   FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student—

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(3) - are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10)
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

OFY-San Gabriel will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

Unless OFY-San Gabriel is providing information for a legitimate educational purpose under FERPA and the California Education Code or directory information, OFY-San Gabriel shall notify parents or guardians and eligible students—and receive their written consent— before it releases a student's personally identifiable information.

Although FERPA requires that OFY-San Gabriel, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records, OFY-San Gabriel may disclose appropriately designated "directory information" without written consent, unless you have advised OFY-San Gabriel to the contrary in accordance with OFY-San Gabriel procedures. The primary purpose of directory information is to allow OFY-San Gabriel to include information from your child's education records in certain school publications.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies ("LEAs") receiving assistance under the Elementary and Secondary Education Act of 1965, as amended ("ESEA") to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

As part of OFY-San Gabriel's annual notification under FERPA, OFY-San Gabriel has designated the following categories of information as directory information for the 2025~~56~~-2027~~6~~ school year:

- ~~Student's name~~
- ~~Student's age~~
- Students date of birth
- Grade level
- Date of Attendance
- Participation in officially recognized activities and sports
- Degrees, honors, and awards received

The categories of information OFY-San Gabriel has designated as directory information do not include citizenship status, immigration status, place of birth, or any other information indicating national origin. Examples of how and where OFY-San Gabriel may disclose directory information include, but are not limited to, the following:

- Newsletters
- A playbill, showing student's role in a drama production
- Yearbook
- Honor Roll or other recognition lists
- Graduation programs
- Sports activity sheets, such as for wrestling, showing weight and height of team members
- Companies or outside organizations that manufacture class rings or yearbooks
- Newspapers or other news sources
- Class Lists
- Staff and/or Student Directories and/or listings
- School Website
- School Bulletin Boards
- Organizations conducting studies
- Military recruiters requesting directory information
- Institutions of Higher Learning requesting directory information
- Workforce organizations

These examples are for illustration only and are not an exclusive list of the manner in which directory information may be disclosed. This notice provides you with an opportunity to object in writing to any or all of those types of information that OFY-San Gabriel has designated as directory information. You have the right to refuse to permit the release by notifying OFY-San Gabriel in writing that you do not want any or all of those types of information to be designated as directory information for your child or yourself.

If you do not want OFY-San Gabriel to disclose any or all of the types of information designated above ~~below~~ as directory information from your child's education records without your prior written consent, you must complete the attached "Request for Non-Disclosure of School Directory Information" and return to OFY-San Gabriel within sixty (60) days of receipt of this notice. Failure to notify OFY-San Gabriel in writing within sixty (60) days will be interpreted by OFY-San Gabriel as your permission to release any and all school directory information regarding the student without limitation.

OFY FERPA Request for Non-Disclosure of Directory Information Form

OFY-SG Family Educational Rights and Privacy Act (FERPA)
Request for Non-Disclosure of School Directory Information

The Family Educational Rights and Privacy Act ("FERPA") defines "Directory Information" as the information from a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed publicly. By completing this form, you will be requesting that a privacy hold be placed on the directory information from your student's record, and is not to be released by OFY-SG

Use a separate form for each child you are requesting nondisclosure of school directory information. Please return this form to your child's school site.

A) Parent/Guardian: Please complete the section below and return this entire form to your child's school

Name of Student: _____ Student's DOB: _____

B) Please select either 1, 2, or 3 from the list below

I am requesting that OFY take one of the following actions regarding the release of school directory information:

1. _____ Do not release ANY information defined as "directory information" in the Annual FERPA Notice about my child.

OR

2. _____ Do not release the following information defined as "directory information" in the Annual FERPA Notice about my child:

_____

_____

OR

3. _____ Notify me to request my prior written consent before any directory information is disclosed or released about my child.

C) Please complete the section below and return the entire form to your child's school.

Signature of Parent/Guardian (or Student if over 18): _____ Date: _____

Name of Parent/Guardian (if applicable): _____

Address: _____

Telephone: _____ Email Address: _____

Preferred method of communication: _____ Telephone _____ Email

For Office Use Only: Charter OFY - _____

Public Records Request Policy

Purpose

This Policy sets forth OFY-San Gabriel's ("School") policies and procedures regarding requests for inspection of the School's public records under the California Public Records Act ("PRA"). The School recognizes the public's right to access public records and intends to provide public members with reasonable access to public records consistent with the law. If any provision of this Policy conflicts with the law, the law shall take precedence.

How to Request Records

Requests for the School's public records must be submitted to:

Assistant Principal of Instructional Operations
5900 Irwindale Ave., Suite 140 Irwindale, CA 91706
publicrecords@ofy.org

To ensure that requests can be responded to appropriately, the School encourages that all requests be made in writing by submitting a Public Records Request Form. To the extent possible, the requestor should specify, in writing, the records sought with sufficient detail to enable the School to identify particular records.

Right to Inspect

To the extent required by law, the School will make available all public records open to inspection by any person during normal business hours and by appointment. Copies of public records may be obtained by any person, subject to compliance with the procedures set forth in this Policy and consistent with the law.

Records Exempt from Disclosure

There are numerous circumstances under which public records are exempt from disclosure. Whether an exemption applies will be determined on a case-by-case basis. The School will determine which records or a portion thereof are exempt from disclosure consistent with the PRA and other relevant state and federal laws. The notification of denial or withholding of records must be in writing and shall provide the reason for the denial or withholding of records and shall set forth the names and titles or positions of each person responsible for the denial.

Procedures for Responding to Requests for Inspection or Copies of Records

The School will follow a two-step process when responding to a PRA request. First, within 10 calendar days of receiving any request to inspect or copy a public record, the School shall acknowledge receipt of the request and inform the requestor whether the School has disclosable public records in its possession that are responsive to the request and when it will make them available. If the School determines that it will not provide some records, it shall provide the grounds for withholding them and shall set forth the names and titles or positions of each person responsible for the denial. Second, if the School determines that it has disclosable documents, it shall make the documents available within a reasonable time. In unusual circumstances, the School may extend the 10-day limit for up to an additional 14 days by providing written notice to the requestor setting forth the reasons for the extension and the date on which a determination is expected to be made. No notice shall specify a date that would result in an extension for more than 14 days. If the request is ambiguous or unfocused, the School shall make a reasonable effort to elicit additional clarifying information from the requestor that will identify public records responsive to the request. To the extent reasonable under the circumstances, the School shall do all of the following in assisting the requestor:

5. Assist the member of the public to identify records and information that are responsive to the request or to the purpose of the request, if stated;
6. Describe the information technology and physical location in which the records exist; and
7. Provide suggestions for overcoming any practical basis for denying access to the records or information sought.

These requirements are deemed to have been satisfied if the School is unable to identify the requested information after making a reasonable effort to elicit additional clarifying information from the requestor that will help identify the record or records.

The School may charge a reasonable fee (not to exceed the direct costs of duplication) for preparation of copies of identifiable public records. For example, as of the date this policy is approved, the cost for a standard size (8.5 x 11) paper copy is $0.15 per page (black and white) and $0.25 per page (color). Deposit of applicable fees is required prior to preparation and delivery of any requested records.

English Language Development (ELD) Program English Course Placement and Credit Guidelines

The goal of the ELD program is to support English Learners in achieving fluency in the English language, so they can successfully complete their high school academics and are prepared for college. Students participating in the ELD program have multiple options to meet high school graduation requirements, including earning A-G course credits.

Credit Assignment Guidelines:

A. College Preparatory Graduation Pathway

Integrated instruction English courses can be used to satisfy a-g subject requirements. English as a Second Language (ESL) and English Language Development

(ELD) courses are acceptable if they meet the English ESL / ELD ("b") subject area criteria. The University of California system allows no more than one year of ESL / ELD courses to satisfy the English ("b") subject requirement. The student is then only required to complete three more years of courses from the English ("b") subject area at their U.S. high school to fulfill the requirement.

Credit Assignment Guide:

- ELD courses equivalent to 1 year of English credit
- English courses from the ("b") subject area comprising the remaining 3 years

B. Alternate graduation pathway (non- "a-g")

Students who are not pursuing the College Preparatory pathway, and/or have already completed almost all graduation requirements may receive credit for English as a Second Language (ESL) and English Language Development (ELD) courses not to exceed 3 years. The student is then required to complete 1 year of core, content-area English to fulfill all 4 years of the English graduation requirement.

Credit Assignment Guide:

- ELD courses equivalent to 3 years of English credit
- English content area course comprises the remaining 1 year

Acceptance by Other Educational Institutions

Students and parents/guardians should be informed that because OFY-San Gabriel grants credit for ELD courses as credit toward satisfying the English course graduation requirements, it does not assure that other school districts will accept these credits as each school district develops its own policies.

ELD Level*	Course Name	Grades	Credits	Credits towards Graduation (English)	Credits towards Graduation (Elective)	UC/CSU "a-g" requirements
Level 1	**ELD Newcomer**	**7-12**	**10**	n/a	**10**	n/a
Level 2 Grades 7-10 Students may take the ELD Course for English credit in lieu of their grade level core English course	**ELD 7-10**	**7-12**	**10**	**10**	n/a	**b** (9-10)**
Expanding Level 3 Grades 7-10 Students at an Expanding Level 3 may take the ELD Course for English credit in lieu of their grade level core English course	**ELD 7-10**	**7-12**	**10**	**10**	n/a	**b** (9-10)**
Bridging Level 3: Concurrent Course Assignment Students at a Bridging Level 3 take their grade level core English course and the ELD Course for elective credit	**ELD 7-10**	**7-12**	**10**	n/a	**10**	n/a
	ELA Core 7-12	**7-12**	**10**	**10**	n/a	**b****

Level 4: Concurrent Course Assignment Students at Level 4 take their grade level core English course and the ELD Course for elective credit	**ELD 7-10**	**7-12**	**10**	n/a	**10**	n/a
	ELA Core 7-12	**7-12**	**10**	**10**	n/a	**b****

*ELD Placement Level will be determined by results from ELPAC. For ELD Level 3 students, local assessments, class work, local assessment results, instructional staff input, and parent feedback are also used.

**A maximum of 1 ELD course can be used to satisfy the UC/CSU English "b" requirement.

Section 504

The Governing Board of OFY-San Gabriel recognizes the need to identify and evaluate children with disabilities in order to provide them with a free, appropriate public education ("FAPE") under Section 504 of the Rehabilitation Act of 1973 ("Section 504"). Under Section 504, individuals with a physical or mental impairment that substantially limits one or more major life activities, including learning, may be eligible to receive a FAPE, which means regular or special education and related services and aids designed to meet the individual educational adequately as the needs of students needs of the student as without disabilities are met, at no cost to the student or their parent/guardian except, when fee is specifically authorized by law for all students.

To evaluate the student's eligibility under Section 504, the site administrator or designee shall comply with this Policy and convene a 504 Team meeting composed of professionals knowledgeable about the student's individual needs and school history, the meaning of evaluation data, and accommodation/modification options. The student's parent/guardian shall be invited to participate at this meeting.

If the student is found to have a disability that requires accommodations and/or services under Section 504, the 504 Team shall develop a 504 Plan for the student. Upon reviewing the nature of the disability and how it affects the student's education, the 504 Team shall determine what accommodations, modifications and/or special services and aids are needed.

The 504 Team shall provide the parent/guardian with a written copy of the 504 Plan and the Section 504 Notice of Parent Rights and Procedural Safeguards.

"The Assistant Principal is designated as the Charter School's 504 Coordinator responsible for implementing the requirements of Section 504:
A "student with a disability" under Section 504 is one who:

1. Has a physical or mental impairment that substantially limits one or more major life activities, including learning;
2. Has a record of such an impairment; or 3. Is regarded as having such an impairment.

Physical impairment means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitor-urinary, immune, hemic, lymphatic, skin, and endocrine.
Mental impairment means any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability.
Major life activities mean functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. This list is not exhaustive. Examples of students with such impairments may include, but are not limited to:

1. Students with a normal ability to learn, but who have a mobility impairment.
2. Students with a normal ability to learn academically, but who require occupational or physical therapy in order to function physically.
3. Students with emotional disabilities manifested by behavior problems, which result in exclusion from classes or school.

Indications of a possible disability that significantly interferes with learning may include, but are not limited to:

1. Medical conditions such as severe asthma or heart disease
2. Temporary medical condition due to illness or accident
3. Poor or failing grades over a lengthy period of time

The Charter School recognizes its obligation to evaluate any student who needs or is believed to need supports and services under Section 504. The referral process is initiated when a student is referred or requested to be evaluated. A

referral or request for a Section 504 evaluation may be initiated by a parent/guardian, teacher, psychologist, counselor, site administrator, or any appropriate staff member. Examples of when this may occur include, but are not limited to the following:

1. As a result of the screening process under the Charter School's Child Find Policy.
2. When a student returns to school after a serious illness or injury and cannot function at an appropriate level.
3. When a student is referred for an evaluation under the Individuals with Disabilities Education Act ("IDEA"), but such evaluation is found not to be required.
4. When a student is evaluated and is found not to qualify for special education services under the IDEA.
5. When a student exhibits a chronic health condition that interferes with learning.
6. When a student exhibits a consistent or situational behavior pattern that interferes with the student's learning.
7. When a physical or emotional disability of any kind is suspected.
8. When a student is exited from special education under the IDEA.

Prior to conducting an initial evaluation of a student for eligibility under Section 504, the Charter School will obtain written parent/guardian consent.

When a student is being considered for eligibility under Section 504, the site administrator or designee may take the following steps:

1. Prepare a file and record events and anecdotal records regarding student conditions and behaviors that may indicate the need or a Section 504 Plan; and
2. Request a Student Study Team ("SST") by completing an SST referral form or Child Find Student Screening Report. The SST may consist of teacher(s), guidance counselor, school psychologist, nurse and other staff members who know the student or are knowledgeable in the area of the suspected disability.

A designated staff member should gather information and documents about the student from a variety of sources in preparation for the Section 504 evaluation and corresponding meeting. Appropriate documentation may include, but is not necessarily limited to:

1. Information provided by parents
2. Cumulative records
3. Language surveys
4. Progress reports/report cards
5. Standardized test scores
6. Discipline records
7. Attendance records
8. Information collected from staff interviews
9. Student portfolio/work samples
10. IEP information/documentation from prior special education testing and evaluation (for students determined not eligible for no longer eligible for special education services), if applicable

The Charter School will convene a 504 meeting for all students who have been referred for a 504 evaluation to review the evaluation results and determine the student's eligibility under Section 504. The 504 Team may consider the following information at the meeting:

1. Referral form that addresses: (a) the rationale for the referral and (b) the documentation of disability and adverse effect on learning.
2. Estimates of academic skill levels and academic productivity.
3. Observation of attending skills and social or behavioral skills.
4. Review of student work samples.
5. Discussion of further needs for testing or data collection.
6. Discussion of previous history of conditions or behaviors.
7. Discussion of interventions or accommodations/ modifications already attempted.

To determine whether a student should be eligible under Section 504, the following steps may be taken:

1. If the student is suspected of being eligible for special education and related services under the IDEA, the procedures under the IDEA and related California law will be followed.
2. However, if the 504 Team determines that the student is not eligible for special education and related services under the IDEA, but may meet criteria for eligibility under Section 504, the 504 Team shall determine if the student is eligible for a 504 Plan.
3. The 504 Team will evaluate the nature of the student's impairment and the impact of the disability upon the student's education. This evaluation will include consideration of any behaviors that interfere with the regular participation of a student who otherwise meets the criteria (such as age) for participation in the educational program and/or activities.
4. The 504 Team will document in the Section 504 Plan whether the student has a physical or mental impairment, which substantially limits a major life activity, and whether the student requires supports, services, and/or accommodations/modifications under Section 504 in order to receive equal access to the educational program.

Once a student has been found eligible for supports or services under Section 504, the following steps will be taken:

1. The 504 Team will determine what accommodations/ modifications, if any, are necessary for the student to benefit from their educational program. In developing the 504 Plan, the 504 Team shall consider all available

relevant information, drawing upon a variety of sources which may include, but not be limited to, comprehensive assessments conducted by the school's professional staff.
2. The 504 Team will develop a Section 504 Plan which will describe the disability and the services and/or accommodations/modifications needed.
3. A copy of the Section 504 Plan shall be maintained by the site administrator or designee in the student's educational file. The student's teachers and other school staff who provide services to the student will be provided a copy of the 504 Plan as necessary and appropriate to ensure that the student's needs are adequately met.
4. If the 504 Team determines that student is not eligible for supports, services, and/or accommodations/ modifications under Section 504, the 504 Plan will reflect the identification of the student as a student with a disability under Section 504 and explain the basis for the decision that the student does not require accommodations/modifications. The parents/guardians will be asked to sign the 504 Plan.
5. A student with a disability shall be placed in the regular educational environment of the Charter School, with the supports, services, and/or accommodations/ modifications reflected in their 504 Plan, unless the Charter School demonstrates that such a placement cannot be achieved satisfactorily. The student shall be educated with typically developing peers to the maximum extent appropriate.
6. The parents/guardians shall be provided a copy of the Section 504 Notice of Parent Rights and Procedural Safeguards.

The 504 Team will review and update the 504 Plan as needed, but not less than ~~once a~~ every three years. Some accommodations/modifications may be for a matter of months; others may occur for a student's entire school career. The decisions about Section 504 eligibility and services must be documented in the student's file and reviewed periodically.

Notification Regarding Identification, Evaluation, or Placement

Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. (See Section 504 Notice of Parent Rights and Procedural Safeguards.) Notifications shall include a statement of their rights to:

1. Examine relevant records;
2. Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel; and
3. Have a review procedure.

Notifications shall also set forth the procedures for requesting an impartial hearing and the name, address, and telephone number of the person with whom the request should be made.

Request for Administrative Review or Impartial Hearing

If a parent/guardian disagrees with the identification, evaluation, or educational placement of their child under Section 504, the parent/guardian may request an administrative review or an impartial hearing within 30 calendar days of that action or decision by submitting a request to the 504 Coordinator in writing. The procedures are as follows:

1. Administrative Review: Prior to requesting a Section 504 Impartial Hearing, the parent/guardian may request an administrative review of the Charter School's action or decision. The request shall be in writing and shall set forth the parent/guardian's disagreement and requests. Upon receipt the request, the 504 Coordinator shall designate an appropriate individual to meet with the parent/guardian to resolve the issue. This administrative review shall be held within 14 calendar days of receiving the parent/guardian's request, and the parent/ guardian shall be invited to attend the meeting at which the review is conducted The 14-day administrative review may be extended if agreed upon by the parent/guardian.
2. Impartial Hearing: If the parent/guardian is not satisfied with the outcome of the administrative review, or if the parent/guardian did not request an administrative review, the parent/guardian may request a Section 504 Impartial Hearing. The request for a Section 504 Impartial Hearing shall be submitted to the 504 Coordinator and shall be in writing and include the following information: (a) The specific nature of the decision with which the parent/guardian disagrees; (b) The specific relief the parent/guardian seeks; and (c) Any other information the parent/guardian believes to be pertinent.
   a. Within 20 days of receiving the parent/guardian's request, the 504 Coordinator shall notify the parent/ guardian of the date, time, and location of the Impartial Hearing and the name and email address of the hearing officer. This 20-day period may be extended for good cause or by mutual agreement of the parties.
   b. Within 45 days of the selection of the hearing officer,

      the Section 504 Impartial Hearing shall be conducted, and a written decision mailed to all parties. This 45-day period may be extended for good cause or by mutual agreement of the parties. The site administrator or designee shall represent the Charter School at this hearing.
   c. c. Any party to the hearing shall be afforded the right to:
      i. Be accompanied and advised by counsel and by individuals with special knowledge or training

related to the problems of students who are qualified as disabled under Section 504;

ii. Present written and oral evidence; iii. Question and cross-examine witnesses; and iv. Receive written findings by the hearing officer.

d. If desired, either party may seek a review of the hearing officer's decision by a court of competent jurisdiction.

Complaint Policy/Hotline

OFY-San Gabriel is committed to providing students with a positive educational experience and has established two methods by which parents/guardians can express school-related concerns and file complaints. The first is the "Uniform Complaint Policy and Procedures" which complies with applicable federal and state laws and regulations. The Principal will annually provide written notification of OFY-San Gabriel's uniform complaint procedures to students, employees, parents/ guardians, and other interested parties.

OFY-San Gabriel has also established the Internal Complaint Resolution Process (ICRP) which is a formal process for students, parents, and legal guardians to submit complaints to the charter school regarding issues that fall outside the scope of any other formal complaint or grievance procedures established by the charter school. The Internal Complaint Resolution Process and submission form can be found on the charter school's website.

In addition to these complaint procedures, OFY-San Gabriel understands there may be times when parents/guardians might feel uncomfortable discussing certain schoolrelated concerns with school employees. As a result, OFY-San Gabriel has arranged with a highly respected consulting firm to provide a toll-free We Want to Know HOTLINE ® to give parents the opportunity to speak with an independent third party. Some of the topics the HOTLINE staff is prepared to handle are:

- School-related behavioral and communication problems
- School-related drug or alcohol problems
- Any classroom-related problems, including safety hazards, theft, vandalism, threats of violence, etc.
- Unlawful harassment or discrimination

Trained, bilingual HOTLINE staff will listen objectively, ask questions and gather information. Within two school days of the call, a confidential report will be sent to OFY-San Gabriel. Based on the information provided by the parents/guardians, a complete and comprehensive review of the matter will be conducted. OFY-San Gabriel is not precluded from using the Uniform Complaint Procedures process to resolve issues raised on the hotline.

The information will be held in confidence to the maximum extent possible. Students and parents/guardians may choose to give their names; however, if they don't, there may be limitations to OFY-San Gabriel's ability to resolve the matter. Based on the results of the review, appropriate corrective action will be taken. Parents/guardians and students will not be negatively affected by any disclosure of information to the HOTLINE staff.

With the exception of holidays, the HOTLINE is open Monday through Friday from 7:00 AM to 7:00 PM (Pacific Time) with 24-hour voice-mail monitoring.

The We Want to Know HOTLINE ® number is:
800- 990- 8384.

Policy and Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) –
  1. Political affiliations or beliefs of the student or student's parent;
  2. Mental or psychological problems of the student or student's family;
  3. Sex behavior or attitudes;
  4. Illegal, anti-social, self-incriminating, or demeaning behavior;
  5. Critical appraisals of others with whom respondents have close family relationships;
  6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
  7. Religious practices, affiliations, or beliefs of the student or student's parent; or
  8. Income, other than as required by law to determine program eligibility.
- *Receive notice and an opportunity to opt a student out of* –
  1. Any other protected information survey, regardless of funding;
  2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
  3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information

collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

- *Inspect, upon* request and before administration or use –
  1. Protected information surveys of students and surveys created by a third party;
  2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
  3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

OFY-San Gabriel has developed these policies regarding parents' rights under PPRA, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. OFY-San Gabriel will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. OFY-San Gabriel will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt their child out of participation of the specific activity or survey. OFY-San Gabriel will make this notification to parents at the beginning of the school year if the school has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Work Permit Policy

Overview

Minors employed in the state of California must have a Permit to Employ and Work (commonly referred to as a "work permit") pursuant to Labor Code section 1299 and Education Code section 49160. OFY-San Gabriel ("School") may issue work permits for pupils ages 14-17 in accordance with Education Code sections 49110-49120. This includes any pupils who have not yet graduated from high school or have not received a certificate of proficiency. Pupils who wish to obtain a work permit are subject to the School requirements as noted below.

Eligibility Considerations and Request for Work Permit

In order to be eligible for a work permit, pupils must:

- Be in good academic and behavioral standing:
- Pupils must submit no less than four units of coursework each academic month for the school year.
- Students must abide by all safety and behavior rules and expectations outlined in the Student Handbook as well as all established school site and/ or classroom rules.
- Provide Evidence of Sufficient Age: If the School determines school records do not provide sufficient evidence of age, the pupils shall provide other evidence of age such as certificate of birth, baptism certificate, or passport. When there are no available official documents, the School may accept an affidavit by the parent or legal guardian to prove the student is of age. • Submit a Statement of Intent to Employ a Minor and Request for a Work Permit-Certificate of Age (CDE Form B1-1) completed by the student, parent/guardian and employer.
- Pupils must submit the required documents to the designated school official.

Hours Restrictions

The pupil's work schedule in the Statement of Intent to Employ a Minor and Request for a Work Permit-Certificate of Age form must comply with legal requirements. The relevant requirements can be found in the California Department of Labor Standards Enforcement Child Labors Pamphlet which can be found using the following link at ***https://www.dir.ca.gov/dlse/ChildLaborLawPamphlet.pdf.***

School Officials Responsible for Approving Work Permits

The Board hereby designates the Principal as a school official with the same authority of the chief executive officer to approve work permits under Education Code section 49110(b)(2). The Principal or Designee is responsible for approving a request for a work permit. A "Designee" must either: (1) have a services credential with a specialization in pupil personnel services; (2) be a

certificated work experience education teacher; (3) or coordinator authorized by the Principal. The Principal has discretion to designate another school official who does not meet these criteria if the Principal or Designee are unavailable and a delay in issuing a permit would jeopardize the ability of the pupil to secure work (Education Code section 49110).

The Principal shall complete a Letter of Authorization to delegate the authority to approve work permits to other school officials. Any school official who approves work permits shall have working knowledge of the California labor laws and regulations as they relate to minors and have previously submitted State of Intent for Self-Certification for Permit to Employ and Work (CDE Form B1-8).

If the Principal or Designee approves a request for a work permit, the student will be issued a Permit to Employ and Work (CDE Form B1-4). It is solely within the School's discretion to determine whether a minor, who is still subject to the state's compulsory education law, may obtain a work permit and, therefore, be employed to work.

Monitoring Student Progress, Revocation, and Expiration

The Principal or Designee shall routinely inspect the attendance and coursework of pupils possessing work permits to ensure adequate academic progress is achieved. Pupils must remain in good academic and behavioral standing in order to maintain their work permit.

The Principal or Designee may revoke a student's work permit at any time if they determine that the employment is disrupting the student's education, a condition of the permit is not being met, or if the student is performing work in violation of the law.

Permits issued during the school year expire five days after the opening of the next succeeding school year and must be renewed. (Education Code section 49118.) Each permit shall authorize work for a specific employer. Whenever a student changes employers, he/she shall request a new permit.

Government Employment Consideration

In accordance with Education Code section 49120, the School shall not deny a work permit request on the basis of a pupil's grades, grade point average, or school attendance if the pupil is applying for a work permit in order to participate in a government-administered employment and training program that will occur during the regular summer recess or a vacation of the school that the pupil attends.

Approved by the School's Governing Board on
April 20, 2020

Education of Homeless Children and Youth

OFY-San Gabriel recognizes that homeless youth and foster youth may face significant barriers to achieving academic success due to their circumstances, disruption to their educational program, and their emotional, social, and health needs. The School provides homeless youth and foster youth with meaningful opportunities to meet the same academic achievement standards to which all pupils are held. The purpose of this policy is to ensure that the School community understands their rights, obligations, and duties related to educating homeless youth and foster youth.

In fulfilling its responsibilities, the School, in collaboration with the county child welfare agencies, care providers, advocates, and the juvenile courts will work to maintain stable school placements and ensure that each youth is placed in the least restrictive educational program, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils. In all instances, the School will ensure that educational and school placement decisions are based on the youth's best interests and will consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting. The School is committed to ensuring that it complies with all state and federal laws governing the rights of homeless youth and foster youth.

Definitions

For purposes of this policy:

- "Foster youth" is defined as a pupil who has been removed from his or her home, pursuant to Section 309 of the Welfare and Institutions Code, is the subject of a petition filed under Section 300 or 602 of the Welfare and Institutions Code, or has been removed from his or her home and is the subject of a petition filed under Section 300 or 602 of the Welfare and Institution Code.
- "Homeless youth" is defined as a pupil who lacks a fixed, regular, and adequate nighttime residence and includes:
    4. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
    5. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings.
    6. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

7. Migratory children who qualify as homeless because the children are living in conditions described in (1)(3) above.

- "School of origin" for foster youth is defined as any of the following:
  1. The school the youth attends at the time they entered the foster care and/or probation system(s);
  2. The school the youth most recently attended; or
  3. Any school the youth attended in the preceding 15 months with which they have a connection.

- "School of origin" for homeless youth is defined as the school that the homeless child attended when permanently housed or the school in which the homeless child was last enrolled.
- "Unaccompanied youth" means a youth not in the physical custody of a parent or guardian.

Education Rights Holder Defined

Every homeless youth and foster youth under the age of 18, except unaccompanied youth, must have an education rights holder who has the authority to make education decisions. The education rights holder can be the youth's biological parent, foster parent, relative caregiver, or a court-appointed individual. Youth over the age of 18 automatically hold their own education rights.

Homeless Youth and Foster Youth Liaison

The School has designated a Homeless Youth and Foster Youth Liaison ("Liaison") who will be responsible for, among other things, identifying homeless youth and foster youth, ensuring and facilitating proper educational placement, enrollment in and check out from school, and assisting with proper transfer of credits, records, and grades. The role of the Liaison is advisory with respect to placement decisions and determination of school of origin and shall be consistent with state and federal laws. Homeless youth and foster youth will receive information about their educational rights as well as the contact information for the Liaison upon enrollment. The School's Liaison is considered the Point of Contact when corresponding with county child welfare agencies.

Right to Attend School of Origin

The School shall allow homeless youth and foster youth to continue attending their school of origin in accordance with applicable legal requirements.

For foster youth, in the event that the court's jurisdiction ends before the end of the academic year, the School shall allow the former foster youth who is in kindergarten through grade 8 to continue their education at the school of origin through the duration of the academic year. If the court's jurisdiction ends while the youth is in high school, the School shall allow the youth to continue in their school of origin through graduation.

For homeless youth, if the youth's status changes before the end of the academic year so that they are no longer homeless, the School shall allow the formerly homeless youth who is in kindergarten through grade 8 to continue their education in the school of origin through the duration of the academic school year. If the youth's status changes while in high school, the School shall allow the formerly homeless youth to continue their education in the school of origin through graduation.

The Liaison, in consultation with, and with the agreement of, the youth and the education rights holder may determine that the best interests of the youth would be served if he or she transfers to a school other than the school of origin. Before making a recommendation to move a youth from the school of origin, the Liaison shall provide the youth and the education rights holder a written explanation stating the basis for the recommendation and how the recommendation serves the youth's best interests.

If a dispute arises regarding the youth's right to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the dispute.

Immediate Enrollment and Timely Transfer of Records

All homeless youth and foster youth who seek enrollment at the School shall be immediately enrolled, even if the youth has outstanding fees, fines, textbooks, or other items or moneys due to the school last attended or the youth is unable to produce records normally requested upon enrollment, such as previous academic records, medical records (e.g., immunization record), or proof of residency.

Within two business days of a foster youth's request for enrollment, School staff will work with the youth's education rights holder, attorney, child welfare agency, social worker, probation officer, and/or public health department to quickly obtain all necessary educational records, including the youth's Individualized Education Program (IEP) or Section 504 Plan, if applicable. If the youth transfers from the School, the School will transfer all applicable school records to the new school within two business days of receipt of the request.

Meetings with School Counselor Homeless youth and foster youth will meet with a School Counselor within the first 30 days of enrollment. The School Counselor will review the youth's records, including current transcripts and all applicable test scores, to determine an appropriate learning plan and course of study for the youth.

Right to Partial Credits

The School shall accept coursework satisfactorily completed by homeless youth or foster youth, even if the youth did not complete the entire course, and shall issue

that youth full or partial credit for the coursework completed. Accepted credits shall be applied to the same or equivalent course, if applicable, as the coursework completed in the prior public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school.
The School will not require a homeless youth or foster youth to retake a course if the youth has satisfactorily completed the entire course in a public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school. If the youth did not complete the entire course, the School will not require the youth to retake the portion of the course the youth completed unless the School, in consultation with the holder of educational rights for the youth, finds that the youth is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the youth shall be enrolled in the same or equivalent course, if applicable, so that the youth may continue and complete the entire course. The School will ensure that if a homeless youth or foster youth transfers to another school, the grades and credits of the youth will be calculated as of the date the youth left the School and no lowering of grades will occur as a result of the absence of the youth under these circumstances, including those absences related to verified court appearances or other court ordered activity.

Graduation Requirements

Homeless youth and foster youth may be eligible for an exemption from local graduation requirements under certain conditions as provided under Education Code section 51225.1. Homeless youth or foster youth who transfer between schools at any time after the completion of the youth's second year of high school shall be exempt from all coursework and other requirements adopted by the School's Governing Board that are in addition to statewide course requirements, unless the School makes a finding that the youth is reasonably able to complete the local graduation requirements in time to graduate from high school by the end of the youth's fourth year of high school. A homeless youth or foster youth, the youth's education rights holder, the youth's social worker, or the youth's probation officer cannot request a transfer solely to qualify the youth for an exemption. Within 30 calendar days of the date that a homeless youth or foster youth who may qualify for the exemption from local graduation requirements transfers to the School, the School will notify the youth, the education rights holder, and the youth's social worker or probation officer of the availability of the exemption and whether the youth qualifies for an exemption.

To qualify for an exemption to the local graduation requirements, the following eligibility requirements must be met:

1. 1. The pupil must be classified as homeless youth or foster youth;
2. The youth must have transferred schools after his or her second year of high school (the school can use the number of credits earned or the total length of enrollment, whichever will make the youth eligible for the exemption);
3. The youth completes all state graduation requirements; and
4. The school must find that the youth is not reasonably able to complete the additional local graduation requirements within four years of high school.

If the homeless youth or foster youth is eligible for the exemption, the School Counselor will complete the appropriate notification letter , which is provided to the youth and all applicable parties. The School shall notify youth and the youth's education rights holder how any of the requirements that are waived will affect the youth's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

In addition, if a foster youth is exempted from local graduation requirements, the exemption shall continue to apply after the termination of the court's jurisdiction over the youth while he or she is enrolled in school or if the youth transfers to another school, including a charter school or a school district. If a homeless youth is exempted from local graduation requirements, the exemption shall continue to apply after the pupil is no longer a homeless youth while they are enrolled in school or if the pupil transfers to another school, including a charter school, or school district.

A homeless youth or foster youth who is eligible for the exemption and would otherwise be entitled to remain in attendance at the school shall not be required to accept the exemption or denied enrollment in, or ability to complete, courses for which he or she is otherwise eligible. Homeless youth or foster youth may stay in high school for a fifth year (even if over 18 years of age) to complete local graduation requirements.

If the School determines that the homeless youth or foster youth is reasonably able to complete the School's local graduation requirements within the youth's fifth year of high school, the School shall do all of the following:

1. Inform the youth of his or her option to remain in school for a fifth year to complete the local graduation requirements.
2. Inform youth and the education rights holder about how remaining in school for a fifth year to complete the local graduation requirements will affect the youth's ability to gain admission to a postsecondary educational institution.

3. Provide information to the youth about transfer opportunities available through the California Community Colleges.
4. Permit the youth to stay in school for a fifth year to complete the School's local graduation requirements upon agreement with the youth, if the youth is 18 years of age or older, or, if the youth is under 18 years of age, upon agreement with the education rights holder.

Transportation Services

The School provides access to free public transportation services for homeless youth and foster youth to attend their school of origin as required by law. If a homeless youth or foster youth attending the School as their school of origin requires regular transportation assistance to and from school, the School Counselor or the Liaison will work with school leadership, the child welfare agency, and if appropriate, the school district of residence, to ensure that the youth is transported to their school of origin. Transportation may include, but is not limited to, the following forms: regular bus passes, tokens or TAP cards, or other transportation options for the youth.

Student Activities

Homeless youth and foster youth have access to all regularly provided extracurricular activities at the School. All youth are encouraged to reach out to their teacher if they are interested in extracurricular activities. The School shall deem a homeless youth or foster youth to have met all residency requirements for participation in interscholastic sports or extracurricular activities even if the youth's residency changes(e.g., pursuant to a court order or decision).

Special Education

The School complies with all applicable state and federal laws regarding pupils with special needs, including, but not limited to, Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act, the Individuals with Disabilities Education Improvement Act (IDEA), and all applicable California Education Code sections. Homeless youth and foster youth have the same rights as all other youth in regards to special education. As with all students, the School will actively and systematically identify, locate, and assess youth who may be in need of special education and related services.

Staff Training on Rights of Homeless Youth and Foster Youth

School leadership ensures that all appropriate staff members receive annual training regarding the enrollment, placement, and rights of homeless youth and foster youth.

Complaints

Complaints regarding the educational rights of homeless youth and foster youth can be filed with the School under its Uniform Complaint Procedures Policy, a copy of which is contained in the Student Handbook.

Tips for Success

Identify Your Dream Career



Write it down. Writing it will make it seem more realistic and achievable. Write down the steps you must accomplish to achieve your dream. You might also think about writing down any obstacles that may keep you from your dream. Then, put it where you will see it daily. Seeing your dream in writing will help you stay focused on what you need to do to accomplish it.

Develop a Study Schedule

Just like the daily schedule of classes you had in traditional school, make your own work schedule for the guided independent study program. You can design your schedule to include not only the 4 to 6 hours you need to study each day, but your job, family responsibilities, community college classes, or any other activities you want to do. By making and keeping your personal schedule, you will find

it is easy to complete one (if not more) unit a week. Do not leave study time up to chance.

The 4 to 6 hours you need each school day to complete your work does not need to be consecutive. That means you may work for one hour at a time, 4 to 6 separate times during the day. Or, you can break it up in a way that will meet your unique learning style and scheduling needs. Don't forget to include time to study for tests, as well as time to complete assignments and projects!

Take Breaks

Do take breaks while you are working to maintain a high level of concentration and maximize your learning. A good guide is to break for 10-15 minutes after at least 45 minutes of working. Walk around, get a snack, or make a short phone call. It will be easy to get back into your studies after a 10-15 minute break. Taking a longer break will cause you to lose your train of thought. It will you slow down.

Set Daily/Weekly/Monthly Goals

Decide each day how many pages or activities you plan to complete. Each Monday, make a plan for the number of units or chapters you will complete that week. At the beginning of each school month (your attendance sheet will help you track the school months) plan how many credits you will earn that month. See your teacher for guidance, but make your own goals. Write them down. It will help you stay on track to achieve your goals.

Anticipate obstacles that might keep you from these goals. Be aware of other, non-school related obligations, and keep them in mind as you create your goals.

Develop Effective Study Strategies

To learn the information and concepts presented in each course and to earn good grades, the successful student does more than just read chapters and answer questions. To maximize your learning and improve your grades, follow these steps:

~~5.~~ *Preview the unit or chapter*

Read the Student Objectives. They tell you what you are expected to learn. Look through the section. Look at pictures, charts, and maps. Read the captions. You will learn and remember more from what you read when you are familiar with the material.

~~6.~~ *Read the questions*

Read the questions you are expected to answer, the vocabulary you are expected to know, and the activities you are expected to complete. Knowing the information you are expected to learn will help you identify that information when you see it.

~~7.~~ *Read the unit or chapter*

Read carefully. Stop after each section to ask yourself what you learned. Make notes or write a summary. You will remember more when you break the unit into smaller sections and review while you are working. In addition, you may contact the English SGI teacher at your center to learn the strategy "Talk to the Text."

~~8.~~ Use the question to answer the question

Turn the question into a statement when answering short answer questions. For example, if the question reads, in what year did World War II begin in Europe?' your answer can be, 'World War II in Europe began in the year 1939.' You will remember more using this strategy.

~~9.~~ *Ask for help*

If you find you cannot understand something while you are working at home, call your teacher at school. He/she can help you over the phone. Schedule an additional appointment time so you can get more one-on-one assistance. Or, come into your appointment with your questions ready to go over with your teacher. If you do not understand something in your work, you will not be able to answer questions on a test, which will lower your grade.

~~10.~~ When you have finished working for a study session, review *Review*

everything you covered that session. It will be helpful to write another summary. To learn new information, you need to go over it more than once.

~~11.~~ When you start your next study session, review

Look over the pages you read previously. Read your notes and answers to the previous questions. You will learn so much more.

Community Resources

Community Resources policy/document goes here

OFY-San Gabriel ~~Duarte~~ Community Resources

Emergency: 911

Local

Police/Sheriff: _____

Local Fire Station: _____

_____

Emergency Radio Station:

LA County Emergency Operations Center:
(323) 980-2240

Red Cross Emergency:

(888) 737-4306

Principal:

Rape & Sexual Assault Hotline: _____

Child Abuse Hotline: _____

_____

California Youth Crisis Line (24 hours)
(800) 843-5200

Suicide Prevention Crisis Line (24 hours)
(800) 273-8255

HIV & STD Testing (free & confidential)
(800) TEST-580

CA HIV & AIDS Hotline
(800) 367-2347

National Runaway Switchboard
(800) 621-4000

Teen Dating Abuse

Hotline (866) 331-9474

Local Homeless Shelter:

Local Free/Low-cost Clinic: _____

_____

Student Safety Procedures

In any situation, remain calm and follow the directions of the center staff.

Fire

- Remain calm
- Exist as calmly and as quickly as possible
- Do not stop to take any items. Items are replaceable ... you are not!
- If the room is filled with smoke, crawl on the floor. Smoke rises to the top of the room
- If you need to exit through another room, touch the door first. If it is hot, find another way out
- Use windows to exit if needed
- Inform a staff member if another person needs assistance
- Follow the staff's directions
- Do not leave the center without authorization from your teacher

Earthquake

- Take cover under the closest table or desk
- Cover your neck and head with your hands and arms
- Keep your back toward any glass
- When the shaking stops, follow the staff's directions to exit
- Inform a staff member if another person needs assistance
- Do not leave the center without authorization from your teacher

Fight in the Center

- Do not become involved
- Do not try to break it up or step in between the parties who are fighting
- Keep as far away from the fight as possible

Person with a Weapon

- Follow all directions
- Do not anger or irritate the suspect
- Do not turn on radios, TVs, or computers

Uniform Complaint Procedures Policy

General Policy

~~This policy outlines the Uniform Complaint Procedures ("UCP") for submitting and addressing complaints at OFY-San Gabriel (the "School"). OFY San Gabriel developed this UCP in accordance with Title 5, California Code of Regulations, § 4600 et seq. OFY-San Gabriel shall have primary responsibility to ensure compliance with applicable state and federal laws and regulations concerning complaints filed by students, parents, staff, or community members about programs or activities subject to the UCP within the School. OFY San Gabriel will investigate and seek to resolve UCP complaints alleging failure to comply with applicable state and federal laws and regulations in accordance with this UCP policy, including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities~~

implemented by OFY San Gabriel that are subject to the UCP.

Scope of Uniform Complaint Procedures

Programs and Activities Subject to the UCP

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After-School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under California Education Code (EC) § 200 and § 220 and Government Code § 11135, including any actual or perceived characteristic as set forth in Penal Code § 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in EC §210.3, that is funded directly by, or that receives or benefits from, any state financial assistance. Unlawful discrimination further includes, but is not limited to, noncompliance with EC § 243(a) and § 244(a).
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, pupils formerly in Juvenile Court now enrolled at OFY San Gabriel, pupils who are migratory, and pupils participating in a newcomer program.
- Every Student Succeeds Act (ESSA)
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Site Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing
- And any other state or federal educational program the California State Superintendent of Public Instruction ("SSPI") or designee deems appropriate.

Issues Not Subject to the UCP

Not all complaints fall under the scope of the UCP, including but not limited to: classroom assignments, grades, hiring and evaluation of staff, homework policies and practices, student advancement and retention, student discipline, student records, the Brown Act, and other general education requirements. OFY San Gabriel may use its local complaint procedures to address complaints not covered by the UCP. However, only allegations within the subject matters falling within the UCP can be appealed to the California Department of Education ("CDE").

The UCP Annual Notification

OFY San Gabriel provides notice of this UCP on an annual basis to all students, employees, parents/ guardians, advisory committees, private school officials or representatives as appropriate, and other interested parties as applicable. The notice includes information regarding allegations of discrimination, harassment, intimidation, or bullying. It lists all federal and state programs within the scope of the UCP. It lists the staff member at OFY San Gabriel who is responsible for and knowledgeable about processing UCP complaints, and that the staff member shall be knowledgeable about the laws and programs that they are assigned to investigate. The notice may be made available on OFY San Gabriel's website.

OFY San Gabriel does not operate a preschool program, but pursuant to applicable law, the notice shall include a statement that in order to identify appropriate subjects of state preschool health and safety issues pursuant to § 1596.7925 of the California Health and Safety Code ("HSC") a notice shall be posted in each California state preschool program classroom in each school in the local educational agency notifying parents, guardians, pupils, and teachers of both of the following: (1) the health and safety requirements under Title 5 of the California Code of Regulations apply to California state preschool programs pursuant to HSC § 1596.7925, and (2) the location at which to obtain a form to file a complaint. Posting a notice downloadable from the CDE website shall satisfy this requirement.

OFY San Gabriel's annual UCP notice is in English. If 15% or more of students enrolled at OFY San Gabriel speak a single primary language other than English, the annual notice will be provided in that language as well, pursuant to Education Code § 48985.

Designation Of Responsible Employee

OFY San Gabriel's Principal is the "Responsible Employee" for receiving, investigating and responding to UCP complaints. Complaints shall be addressed to:

Megan Betry
mbetry@ofy.org
(626) 622-0640

In no instance will the Responsible Employee be assigned to investigate a complaint in which he or she has a bias that would prohibit him or her from fairly investigating or responding to the complaint. Any complaint against the Responsible Employee or that raises a concern about the Responsible Employee's ability to investigate the complaint fairly and without bias should be referred to the OFY San Gabriel's Governing Board or other appropriate School official, who will determine how the complaint will be investigated. OFY San Gabriel will ensure that the Responsible Employee (or designee) investigating the complaint is knowledgeable about the laws and programs at issue in the complaint. OFY San Gabriel may consult with legal counsel in addressing complaints as deemed appropriate.

Confidentiality and Non-Retaliation

OFY San Gabriel will ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, or bullying remains confidential as appropriate.

Complaint Procedures

Step 1: Filing a UCP Complaint

A UCP complaint must be filed according to the procedures set forth herein.

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization, may file a UCP complaint. However, a complaint filed on behalf of a student may only be filed by that student or that student's duly authorized representative.

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying may be filed by a person who alleges that he or she personally suffered unlawful discrimination, harassment, intimidation, or bullying, or by a person who believes that an individual or any specific class of individuals has been subjected to the same.

A UCP complaint is written and signed. If a complainant is unable to put his/her complaint in writing due to a disability or illiteracy, OFY San Gabriel will assist the complainant in the filing of the complaint. A signature on a UCP complaint may be handwritten, typed (including in an email), or electronically generated. Complaints related to pupil fees and/or LCAPs may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

Complainants are encouraged, but not required, to use the appropriate complaint form(s), attached.

Complaints shall be filed with the Responsible Employee at the address provided herein. A pupil fees complaint may also be filed with OFY San Gabriel's Principal or designee. The Responsible Employee will maintain a log of complaints and subsequent related actions to the extent required by oversight agencies.

Upon receipt of a complaint, the Responsible Employee (or designee) will evaluate the complaint to determine whether it is subject to this UCP and will endeavor to notify the complainant within ten (10) workdays if the complaint is outside the jurisdiction of this UCP.

The Responsible Employee (or designee) may also determine if interim measures are necessary pending the result of an investigation. If interim measures are determined to be necessary, Responsible Employee (or designee) will consult with the Principal or designee, prior to implementing any such measures. The interim measures shall remain in place until the Responsible Employee (or designee) determines that they are no longer necessary or until OFY San Gabriel issues its final written Investigation Report, whichever occurs first.

- Timing of Complaints and Investigation A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be filed no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred or the complainant first obtained knowledge of it. The time for filing may be extended by the Responsible Employee (or designee) for good cause upon written request from the complainant. Such extension shall be in writing and may not exceed ninety (90) calendar days following the expiration of the six-month period.

  All other complaints shall be filed no later than one (1) year from the date the alleged violation occurred, except this one-year timeline shall not apply to complaints regarding the educational rights of foster youth. For complaints regarding LCAP, the date of the alleged violation is the date when OFY San Gabriel's governing board approves the LCAP or annual update.

  Unless a UCP complaint is resolved through mediation as set forth below, OFY San Gabriel will investigate the

UCP complaint and issue a written Investigation Report to the complainant within sixty (60) calendar days from the date of receipt of the complaint, unless the complainant agrees in writing to an extension of time.

Step 2: Mediation (Optional)

The Responsible Employee (or designee) and complainant may mutually agree to mediation. Any OFY San Gabriel employee or member of OFY San Gabriel's governing board who has not been involved with the allegations in the complaint may be assigned by the Responsible Employee (or designee) to serve as mediator. The mediator will arrange for both the complainant and OFY San Gabriel to present relevant evidence. The Responsible Employee (or designee) will inform the complainant that the mediation process may be terminated at any time by either OFY San Gabriel or complainant, in which case the complaint will proceed directly to an investigation. If mediation resolves the complaint to the satisfaction of both parties, OFY San Gabriel will implement any remedial measures, and the complainant may choose to withdraw the complaint. If mediation does not resolve the complaint to the satisfaction of both parties or within the parameters of law, the Responsible Employee (or designee) shall proceed with his/her investigation of the complaint.

The use of mediation does not extend OFY San Gabriel's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

In order to investigate the complaint, the Responsible
Employee (or designee) shall have access to applicable OFY San Gabriel records and/or information related to the complaint allegations. As part of his/her investigation, the Responsible Employee (or designee) will do all of the following, in any order:

- Provide an opportunity for the complainant(s) or complainant's representative(s) and OFY San Gabriel's representative(s) to present information relevant to the complaint or investigative process.
- Obtain statements from individuals/witnesses who can provide relevant information concerning the alleged violation.
- Review documents that may provide information relevant to the allegation.
- When necessary, seek clarification on specific complaint issues.

Refusal by the complainant or his/her representatives to provide the Responsible Employee (or designee) with documents or other evidence related to the allegations in the complaint, or failure or refusal to cooperate or obstruction of the investigation, may result in dismissal of complaint because of a lack of evidence to support the allegation.

Refusal by OFY San Gabriel to provide the Responsible Employee (or designee) with access to records and/or other information related to the allegations in the complaint, or failure or refusal to cooperate or obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Principal Review (Optional)

If the Principal is not the employee to investigate the complaint, the Principal has the discretion to evaluate the complaint and/or the proposed decision before a final written decision is issued. If the Principal elects to do so, then based on all the evidence obtained during the investigation, the Principal may approve, modify or reject the proposed decision and issue a final decision that meets the requirements set forth herein. The Principal may also decide not to review the complaint, in which case the decision shall be final.

Step 5: Final Written Decision (Investigation Report)

The Responsible Employee (or designee) shall prepare and send to the complainant a written report of the investigation and final decision (Investigation Report) within sixty (60) calendar days of receipt of the complaint unless the complainant agrees in writing to extend this date. OFY San Gabriel's Investigation Report shall be written in English and, when required by law, in the complainant's primary language.

The Investigation Report shall include:

1. The finding(s) of fact based on the evidence gathered;
2. Conclusion providing a clear determination as to each allegation as to whether OFY San Gabriel is in compliance with the relevant law;
3. If OFY San Gabriel finds merit in the complaint, the corrective actions required by law;
4. Notice of the complainant's right to appeal OFY San Gabriel's Investigation Report to the CDE, except when OFY San Gabriel has used its UCP to address a non-UCP complaint; and
5. Procedures to be followed for initiating an appeal to the CDE.

In addition, any Investigation Report on a complaint of discrimination, harassment, intimidation, or bullying based on state law shall include a notice that the complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil

law remedies. An Investigation Report shall not include student information protected under the Family Educational Rights and Privacy Act ("FERPA") or any private employee personnel information, including but not limited to the nature of the disciplinary action taken against a student or employee. If a student or employee is disciplined as a result of the complaint, the Investigation Report shall simply state that effective action was taken and that the student or employee was informed of OFY San Gabriel's expectations.

If OFY San Gabriel finds merit in a complaint regarding pupil fees, physical education instructional minutes, course periods without educational content, or LCAP, the remedy will go to all affected pupils and parents/guardians. For all other complaints within the scope of the UCP, the remedy shall go to the affected student. With respect to a pupil fees complaint, OFY San Gabriel, in good faith, will engage in reasonable efforts to identify and fully reimburse all pupils, parents, and guardians who paid any unlawful pupil fee within one year prior to the filing of the complaint.

Appeal Process

A complainant may appeal OFY San Gabriel's Investigation Report by filing a written appeal within thirty (30) calendar days of the date of the Investigation Report to the CDE. This appeal to the CDE must specify and explain the basis for the appeal, including at least one of the following:

- OFY San Gabriel failed to follow its complaint procedures;
- Relative to the allegations of the complaint, the Investigation Report lacks material findings of fact necessary to reach a conclusion of law;
- The material findings of fact in the Investigation Report are not supported by substantial evidence;
- The legal conclusion in the Investigation Report is inconsistent with the law; and/or
- In a case where OFY San Gabriel found noncompliance, the corrective actions fail to provide a proper remedy.

The appeal must be sent to CDE with:

- A copy of the locally filed complaint; and
- Scope of OFY San Gabriel's Investigation Report.

The CDE may directly intervene in the complaint without waiting for action by OFY San Gabriel when one of the conditions listed in Title 5, California Code of Regulations, § 4650 exists, including cases in which OFY San Gabriel has not taken action within sixty (60) days of the date the complaint was filed with OFY San Gabriel. A direct complaint to CDE must identify the basis for the direct filing of the complaint, which must include evidence that supports such a basis.

Civil Law Remedies

A complainant may pursue available civil law remedies under state or federal discrimination, harassment, intimidation, or bullying laws. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

UCP Requirements Regarding State Preschool Health and Safety Issues Pursuant to HSC § 1596.7925

To file a UCP complaint regarding a state preschool health and safety issue pursuant to HSC § 1596.7925, the complainant must file the complaint with the preschool program administrator or designee. OFY San Gabriel does not currently operate a preschool program.

A state preschool health and safety issues complaint about problems beyond the authority of a school's preschool program administrator shall be forwarded to the appropriate school official for resolution in a timely manner not to exceed ten (10) working days.
A state preschool health and safety issues complaint may be filed anonymously. A complainant who identifies themselves is entitled to a response if they indicate that a response is requested. A complaint form shall include a space to mark whether a response is requested. If Education Code § 48985 is otherwise applicable, the response, if requested, and the Investigation Report shall be written in English and the primary language in which the complaint was filed.

A complaint for a state preschool health and safety issue shall specify the location for filing a complaint. A complainant may add as much text as they wish to explain the contents of the complaint.

When investigating a UCP state preschool health and safety issue, the preschool program administrator or designee shall make all reasonable efforts to investigate any problem within their authority, and investigations shall begin within ten (10) calendar days of the receipt of the complaint. A valid complaint shall be remedied within a reasonable time period not to exceed 30 working days from the date the complaint was received. The resolution of the complaint shall be reported to the complainant within forty five (45) working days of the initial filing. If the preschool program administrator or designee makes

~~this report, they shall also report the same information in the same timeframe to the OFY San Gabriel's designee.~~

~~Filing an Appeal Regarding UCP State Preschool Health and Safety Issues~~

~~A complainant not satisfied with the resolution of the preschool program administrator or designee has the right to describe the complaint at a regularly scheduled hearing of the board. A complainant will not be precluded from filing an appeal to the SSPI if the complainant does not file a local appeal.~~

~~A complainant who is not satisfied with the resolution proffered by the preschool program administrator or designee has the right to file an appeal to the SSPI within thirty (30) calendar days of the date of the Investigation Report. The complainant shall comply with all appeal requirements listed in Title 5, California Code of Regulations, § 4632.~~

~~OFY San Gabriel shall report summarized data on the nature and resolution of all UCP state preschool health and safety issues complaints on a quarterly basis to the county superintendent of schools and its board. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the OFY San Gabriel's board. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints.~~

~~All complaints and responses are public records.~~

Uniform Complaint Procedure Policy

Updated January 2026

General Policy

This policy outlines the Uniform Complaint Procedures ("UCP") for submitting and addressing complaints at OPTIONS FOR YOUTH-SAN GABRIEL (the "School"). The School developed this UCP in accordance with Title 5, California Code of Regulations, §§ 4600 et seq. The School shall have primary responsibility to ensure compliance with applicable state and federal laws and regulations, and the School will investigate and seek to resolve UCP complaints in accordance with this UCP policy. This UCP has been approved by the School's Board of Directors.

Scope of Uniform Complaint Procedures

According to applicable law, programs and activities subject to the UCP are:

Accommodations for Pregnant and Parenting Pupils

Adult Education

After-School Education and Safety

Agricultural Career Technical Education

Career Technical and Technical Education; and Career Technical and Technical Training Programs

Child Care and Development Programs

Compensatory Education

Consolidated Categorical Aid Programs

Course Periods without Educational Content

Discrimination, harassment, intimidation, and/or bullying against any protected group as identified under California Education Code (EC) § 200 and § 220 and Government Code § 11135, including any actual or perceived characteristic as set forth in Penal Code § 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in EC § 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance. Unlawful discrimination further includes, but is not limited to, noncompliance with EC § 243(a) and § 244.

Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, pupils formerly in Juvenile Court now enrolled at the School, pupils who are migratory, and pupils participating in a newcomer program

Every Student Succeeds Act (ESSA)

Local Control and Accountability Plans (LCAP)

Migrant Education

Physical Education Instructional Minutes

Pupil Fees

Reasonable Accommodations to a Lactating Pupil

Regional Occupational Centers and Programs

School Plans for Student Achievement

School site Councils

School or Athletic Team Names, Mascots, or Nicknames pursuant to Education Code § 221.3

State Preschool

State Preschool Health and Safety Issues in LEAs Exempt from Licensing

And any other state or federal educational program the California State Superintendent of Public Instruction ("SSPI") or the CDE or designee deems appropriate.

Issues Not Subject to the UCP

Not all complaints fall under the scope of the UCP, including but not limited to: classroom assignments, grades, hiring and evaluation of staff, homework policies and practices, student advancement and retention, student discipline, student records, the Brown Act, and other general education requirements. The School may use these complaint procedures to address complaints not covered by the UCP at the School's discretion. However, only allegations within the subject matters falling within the UCP can be appealed to the California Department of Education ("CDE").

The UCP Annual Notification

The School provides notice of this UCP on an annual basis to all students, employees, parents/guardians, advisory committees, private school officials or representatives as appropriate, and other interested parties as applicable. The notice includes information regarding allegations of discrimination, harassment, intimidation, or bullying. It lists all federal and state programs within the scope of the UCP. It lists the staff member at the School who is responsible for and knowledgeable about processing UCP complaints, and that the staff member shall be knowledgeable about the laws and programs that they are assigned to investigate. The notice may be made available on the School's website.

The School does not operate a preschool program, but pursuant to applicable law, the notice shall include a statement that in order to identify appropriate subjects of state preschool health and safety issues pursuant to § 1596.7925 of the California Health and Safety Code ("HSC") a notice shall be posted in each California state preschool program classroom in each school in the local educational agency notifying parents, guardians, pupils, and teachers of both of the following: (1) the health and safety requirements under Title 5 of the California Code of Regulations apply to California state preschool programs pursuant to HSC § 1596.7925, and (2) the location at which to obtain a form to file a complaint. Posting a notice downloadable from the CDE website shall satisfy this requirement.

The School's annual UCP notice is in English. If 15% or more of students enrolled at the School speak a single primary language other than English, the annual notice will be provided in that language as well, pursuant to Education Code § 48985.

Designation of Responsible Employee

The School's Principal is the "Responsible Employee" for receiving, investigating and responding to UCP complaints. Complaints shall be addressed to:

Maricela R. Frymark

Senior Director of School Policy and Compliance

16023 Arrow Hwy, Suite C

maricelafrymark@ofy.org

(909) 520-2018

In no instance will the Responsible Employee be assigned to investigate a complaint in which he or she has a bias that would prohibit him or her from fairly investigating or responding to the complaint. Any complaint against the Responsible Employee or that raises a concern about the Responsible Employee's ability to investigate the complaint fairly and without bias should be referred to the School's Governing Board or other appropriate School official, who will determine how the complaint will be investigated. The School will ensure that the Responsible Employee (or

designee) investigating the complaint is knowledgeable about the laws and programs at issue in the complaint. The School may consult with legal counsel in addressing complaints as deemed appropriate.

Confidentiality and Non-Retaliation

The School will ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, or bullying remains confidential as appropriate.

Uniform Complaint Procedures

Updated January 2026

I. Step 1: Filing a UCP Complaint

A UCP complaint must be filed according to the procedures set forth herein.

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization, may file a UCP complaint. However, a complaint filed on behalf of a student may only be filed by that student or that student's duly authorized representative.

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying may be filed by a person who alleges that he or she personally suffered unlawful discrimination, harassment, intimidation, or bullying, or by a person who believes that an individual or any specific class of individuals has been subjected to the same.

A UCP complaint is written and signed. If a complainant is unable to put his/her complaint in writing due to a disability or illiteracy, the School will assist the complainant in the filing of the complaint. A signature on a UCP complaint may be handwritten, typed (including in an email), or electronically-generated. Complaints related to pupil fees and/or LCAPs may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

Complainants are encouraged, but not required, to use the appropriate complaint form(s), attached.

Complaints shall be filed with the Responsible Employee at the address provided herein. A pupil fees complaint may also be filed with the School's Principal or designee. The Responsible Employee will maintain a log of complaints and subsequent related actions to the extent required by oversight agencies.

Upon receipt of a complaint, the Responsible Employee (or designee) will evaluate the complaint to determine whether it is subject to this UCP and will endeavor to notify the complainant within ten (10) workdays if the complaint is outside the jurisdiction of this UCP.

The Responsible Employee (or designee) may also determine if interim measures are necessary pending the result of an investigation. If interim measures are determined to be necessary, Responsible Employee (or designee) will consult with the Principal or designee, prior to implementing any such measures. The interim measures shall remain in place until the Responsible Employee (or designee) determines that they are no longer necessary or until the School issues its final written Investigation Report, whichever occurs first.

Timing of Complaints and Investigation

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be filed no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred or the complainant first obtained knowledge of it. The time for filing may be extended by the Responsible Employee (or designee) for good cause upon written request from the complainant. Such extension shall be in writing and may not exceed ninety (90) calendar days following the expiration of the six-month period.

All other complaints shall be filed no later than one (1) year from the date the alleged violation occurred, except this one-year timeline shall not apply to complaints regarding the educational rights of foster youth. For complaints regarding LCAP, the date of the alleged violation is the date when the School's governing board approves the LCAP or annual update.

Unless a UCP complaint is resolved through mediation as set forth below, the School will investigate the UCP complaint and issue a written Investigation Report to the complainant within sixty (60) calendar days from the date of receipt of the complaint, unless the complainant agrees in writing to an extension of time.

Step 2: Mediation (Optional)

The Responsible Employee (or designee) and complainant may mutually agree to mediation. Any School employee or member of the School's governing board who has not been involved with the allegations in the complaint may be assigned by the Responsible Employee (or designee) to serve as mediator. The mediator will arrange for both the complainant and the School to present relevant evidence. The Responsible Employee (or designee) will inform the complainant that the mediation process may be terminated at any time by either the School or complainant, in which case the complaint will proceed directly to an investigation. If mediation resolves the complaint to the satisfaction of both parties, the School will implement any remedial measures, and the complainant may choose to withdraw the complaint. If mediation does not resolve the complaint to the satisfaction of both parties or within the parameters of law, the Responsible Employee (or designee) shall proceed with his/her investigation of the complaint.

The use of mediation does not extend the School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

In order to investigate the complaint, the Responsible Employee (or designee) shall have access to applicable School records and/or information related to the complaint allegations. As part of his/her investigation, the Responsible Employee (or designee) will do all of the following, in any order:

Provide an opportunity for the complainant(s) or complainant's representative(s) and the School's representative(s) to present information relevant to the complaint or investigative process.

Obtain statements from individuals/witnesses who can provide relevant information concerning the alleged violation.

Review documents that may provide information relevant to the allegation.

When necessary, seek clarification on specific complaint issues.

Refusal by the complainant or his/her representatives to provide the Responsible Employee (or designee) with documents or other evidence related to the allegations in the complaint, or failure or refusal to cooperate or obstruction of the investigation, may result in dismissal of complaint because of a lack of evidence to support the allegation.

Refusal by the School to provide the Responsible Employee (or designee) with access to records and/or other information related to the allegations in the complaint, or failure or refusal to cooperate or obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Superintendent's Review (Optional)

If the Superintendent is not the employee to investigate the complaint, the Superintendent has the discretion to evaluate the complaint and/or the proposed decision before a final written decision is issued. If the Superintendent elects to do so, then based on all the evidence obtained during the investigation, the Superintendent may approve, modify or reject the proposed decision and issue a final decision that meets the

requirements set forth herein. The Superintendent may also decide not to review the complaint, in which case the decision shall be final.

Step 5: Final Written Decision (Investigation Report)

The Responsible Employee (or designee) shall prepare and send to the complainant a written report of the investigation and final decision (Investigation Report) within sixty (60) calendar days of receipt of the complaint unless the complainant agrees in writing to extend this date. The School's Investigation Report shall be written in English and, when required by law, in the complainant's primary language.

The Investigation Report shall include:

The finding(s) of fact based on the evidence gathered;

Conclusion providing a clear determination as to each allegation as to whether the School is in compliance with the relevant law;

If the School finds merit in the complaint, the corrective actions required by law;

Notice of the complainant's right to appeal the School's Investigation Report to the CDE, except when the School has used its UCP to address a non-UCP complaint; and

Procedures to be followed for initiating an appeal to the CDE.

In addition, any Investigation Report on a complaint of discrimination, harassment, intimidation, or bullying based on state law shall include a notice that the complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

An Investigation Report shall not include student information protected under the Family Educational Rights and Privacy Act ("FERPA") or any private employee personnel information, including but not limited to the nature of the disciplinary action taken against a student or employee. If a student or employee is disciplined as a result of the complaint, the Investigation Report shall simply state that effective action was taken and that the student or employee was informed of the School's expectations.

If the School finds merit in a complaint regarding pupil fees, physical education instructional minutes, course periods without educational content, or LCAP, the remedy will go to all affected pupils and parents/guardians. For all other complaints within the scope of the UCP, the remedy shall go to the affected student. With respect to a pupil fees complaint, the School, in good faith, will engage in reasonable efforts to identify and fully reimburse all pupils, parents, and guardians who paid any unlawful pupil fee within one year prior to the filing of the complaint.

Appeal Process

A complainant may appeal the School's Investigation Report by filing a written appeal within thirty (30) calendar days of the date of the Investigation Report to the CDE. This appeal to the CDE must specify and explain the basis for the appeal, including at least one of the following:

The School failed to follow its complaint procedures;

Relative to the allegations of the complaint, the Investigation Report lacks material findings of fact necessary to reach a conclusion of law;

The material findings of fact in the Investigation Report are not supported by substantial evidence;

The legal conclusion in the Investigation Report is inconsistent with the law; and/or

In a case where the School found noncompliance, the corrective actions fail to provide a proper remedy.

The appeal must be sent to CDE with:

A copy of the locally filed complaint; and

Scope of the School's Investigation Report.

The CDE may directly intervene in the complaint without waiting for action by the School when one of the conditions listed in Title 5, California Code of Regulations, § 4650 exists, including cases in which the School has not taken action within sixty (60) days of the date the complaint was filed with the School. A direct complaint to CDE must

identify the basis for the direct filing of the complaint, which must include evidence that supports such a basis.

Civil Law Remedies

A complainant may pursue available civil law remedies under state or federal discrimination, harassment, intimidation, or bullying laws. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

UCP Requirements Regarding State Preschool Health and Safety Issues Pursuant to HSC § 1596.7925

To file a UCP complaint regarding a state preschool health and safety issue pursuant to HSC § 1596.7925, the complainant must file the complaint with the preschool program administrator or designee. The School does not currently operate a preschool program.

A state preschool health and safety issues complaint about problems beyond the authority of a school's preschool program administrator shall be forwarded to the appropriate school official for resolution in a timely manner not to exceed ten (10) working days.

A state preschool health and safety issues complaint may be filed anonymously. A complainant who identifies themselves is entitled to a response if they indicate that a response is requested. A complaint form shall include a space to mark whether a response is requested. If Education Code § 48985 is otherwise applicable, the response, if requested, and the Investigation Report shall be written in English and the primary language in which the complaint was filed.

A complaint for a state preschool health and safety issue shall specify the location for filing a complaint. A complainant may add as much text as they wish to explain the contents of the complaint.

When investigating a UCP state preschool health and safety issue, the preschool program administrator or designee shall make all reasonable efforts to investigate any problem within their authority, and investigations shall begin within ten (10) calendar days of the receipt of the complaint. A valid complaint shall be remedied within a reasonable time period not to exceed thirty (30) working days from the date the complaint was received. The resolution of the complaint shall be reported to the complainant within forty-five (45) working days of the initial filing. If the preschool program administrator or designee makes this report, they shall also report the same information in the same timeframe to the Charter School's designee.

Filing an Appeal Regarding UCP State Preschool Health and Safety Issues

A complainant not satisfied with the resolution of the preschool program administrator or designee has the right to describe the complaint at a regularly scheduled hearing of the board. A complainant will not be precluded from filing an appeal to the SSPI if the complainant does not file a local appeal.

A complainant who is not satisfied with the resolution proffered by the preschool program administrator or designee has the right to file an appeal to the SSPI within thirty (30) calendar days of the date of the Investigation Report. The complainant shall comply with all appeal requirements listed in Title 5, California Code of Regulations, § 4632.

The School shall report summarized data on the nature and resolution of all UCP state preschool health and safety issues complaints on a quarterly basis to the county superintendent of schools and its board. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the Charter School's board. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints.

All complaints and responses are public records.

UNIFORM COMPLAINT PROCEDURES FORM

OPTIONS FOR YOUTH-SAN GABRIEL

Updated January 2026

This Complaint Form may be used to file a complaint subject to the School's Uniform Complaint Procedures. Complaints concerning pupil fees and/or LCAPs may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. However, if you wish to receive a response, you must provide the following contact information. Complaints shall be handled in a confidential manner to respect the privacy of all parties to the fullest extent possible. Retaliation in any form for filing a complaint is prohibited.

Response requested: ☐ **Yes** ☐ **No**

Name (Optional for Pupil Fee & LCAP Complaints): _____

Mailing Address (Optional): _____

Email Address (Optional): _____

Issue of complaint (please check all that apply):

☐ Pupil Fees

☐ Local Control and Accountability Plans ("LCAP")

☐ Discrimination, Harassment, Intimidation, or Bullying in Programs or Activities

☐ Other Complaint Re: Programs and Activities

Date(s) of Problem: _____

Location of Problem (school name, address, and room number or location): _____

_____

Describe the specific nature of the complaint in detail. You may include as much text as necessary (please use the other side if necessary)

~~Uniform Complaint Procedures Complaint Form OFY-San Gabriel~~

~~This Complaint Form may be used to file a complaint subject to the School's Uniform Complaint Procedures. Complaints concerning pupil fees and/or LCAPs may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. However, if you wish to receive a response, you must provide the following contact information. Complaints shall be handled in a confidential manner to respect the privacy of all parties to the fullest extent possible. Retaliation in any form for filing of a complaint is prohibited.~~

~~Response requested: ☐ Yes ☐ No~~

~~Name (Optional for Pupil Fee & LCAP Complaints):~~	~~Mailing Address (Optional):~~
~~Phone Number (Optional):~~	~~Email Address (Optional):~~

~~Issue of complaint (please check all that apply):~~

- ~~☐ Pupil Fees~~
- ~~☐ Local Control and Accountability Plans ("LCAP")~~
- ~~☐ Discrimination, Harassment, Intimidation, or Bullying in Programs or Activities☐ Other Complaint Re: Programs and Activities~~

~~Date(s) of Problem: _____~~

~~Location of Problem (e.g., center name, address, and room number or location):~~

~~Describe specific nature of the complaint in detail. You may include as much text as necessary (please use other side):~~

~~Signature: _____ Date: _____~~

~~Please file this complaint with the following Responsible Employee or at your local learning center:~~

~~Jessica Cordova, Assistant Principal of Instructional Operations~~
~~449 W. Foothill Blvd #476, Glendora, CA~~
~~91741 email: jcordova@ofy.org phone: (626)~~
~~720-7165~~

Student Conduct and School Safety

Visitor Policy

The Governing Board of OFY-San Gabriel has adopted the following policy regarding entry into the charter school's resource centers and contact with students by Visitors (defined below) during school hours.

General Policy

The charter school is committed to providing a safe and secure learning environment for students and staff. Entry into the resource centers by Visitors may be granted on a conditional basis. The charter school may deny or revoke entry to any Visitor for reasons including, but not limited to, if the Principal (or designee) reasonably concludes that the Visitor's presence or acts would: disrupt and/ or interfere with the normal operation of school activities; result in damage to property; or result in the distribution or use of a controlled substance. Entry into the charter school's resource centers by Visitors will be monitored at all times. All Visitors must check-in with the security guard (or designated school personnel) and present proof of identity in order to access the charter school's resource centers. A record of all Visitors to the resource centers will be maintained by the Charter School. The Principal, or designee, is responsible for developing additional processes and procedures in accordance with this policy.

Definitions

- **Visitor –** Individuals who are not employees of or students at the charter school, who seek entry into the charter school's resource centers during school hours, and who as a result of such entry, may be in direct contact with the charter school's students. "Visitor" includes Guests, Vendors and Service Providers.
- **Guest –** A one-day Visitor to the resource center including but not limited to parents, legal guardians, and guest speakers.
- **Vendor –** A vendor or supplier that the charter school has contracted with to provide goods and services directly to the Charter School (not to students) including but not limited to copy machine repair, IT hardware repair, and facilities maintenance.
- **Service Provider –** A service provider that the charter school has contracted with to provide ongoing services directly to the charter school's students including but not limited to NPA/Special Education services providers and workforce partners.
- **Proof of Identity –** Proof of identity includes a photo ID such as a state identification card, driver's license, US passport or passport card, US military card, military dependent's ID card, permanent resident card, certificate of citizenship, certificate of naturalization, employment authorization document that includes a photograph, consular identification card, municipal identification card, community-based identification card, foreign passport, foreign driver's license, or charter school issued ID Cards (defined herein below).
- "When a photo ID is not available, proof of identity may also include other identifying documents, such as a birth certificate, and the security guard (or designated school personnel) based on their knowledge of the person and situation, may make a determination as to whether to allow entry or refuse access to the resource center."

Policy and Procedures by Type of Visitor

1. Visits by Guests

   Guests must check-in with the security guard (or designated school personnel) and provide their first name, last name, date of birth, reason for their visit, and Proof of Identity when checking in for entry to the resource center. Proof of Identity will not be required if the Guest's visit is only limited to dropping off or picking up items at the school office.

   Guests who are allowed entry into the resource center will be issued a badge, sticker or other marker that clearly identifies them as a Visitor ("Visitor's Badge"). The Visitor's Badge must be worn at all times while inside the resource center.

   Upon completion of the visit, Guests must check-out with the security guard (or designated school personnel) and surrender the Visitor's Badge.

   Any Guest found on school grounds who is not wearing a Visitor's Badge will be escorted to the security guard (or designated school personnel) immediately.

2. Visits by Vendors

   Vendors must check-in with the security guard (or designated school personnel) and provide their first name, last name, date of birth, reason for their visit and Proof of Identity when checking in for entry to the resource center. Proof of Identity will not be required if the Vendor's visit is only limited to dropping off or picking up items at the school office.

   Vendors who are allowed entry into the resource center will be issued a Visitor's Badge. The Visitor's Badge must be worn at all times while inside the resource center.

   Vendors are prohibited from interacting with the charter school's students outside of the immediate supervision and control of the student's parents or guardian or a charter school employee.

3. Visits by Service Providers

Service Providers must check in with the security guard (or designated school personnel) and provide their first name, last name, reason for their visit and Proof of Identity when checking in for entry to the resource center. Proof of Identity will not be required if the Service Provider's visit is only limited to dropping off or picking up items at the school office.

Service Providers with ID Cards. The charter school may issue identification cards ("ID Cards") to Service Provider employees who regularly provide ongoing services to the charter school's students. Service Providers who have been issued ID Cards may provide their ID Cards as Proof of Identity when checking in for entry. ID Cards may be worn instead of a Visitor's Badge and must be worn at all times while inside the resource center.

Service Providers without ID Cards. Service Providers who have not been issued ID Cards must provide Proof of Identity when checking in for entry. Service Providers who are allowed entry into the resource center will be issued a Visitor's Badge. The Visitor's Badge must be worn at all times while inside the resource center.

TB Risk Assessment. To the extent required by the charter school's charter petition and applicable law, Service Providers must ensure that any of its employees who will have prolonged contact with students undergo a tuberculosis risk assessment and/or testing before providing any services.

Criminal Background Check. Service Providers shall ensure that its employees who interact with the charter school's students, outside of the immediate supervision and control of the student's parents or guardian or a school employee, complete and clear a criminal background check through the Department of Justice as required by Education Code section 45125.1 prior to their interaction with the charter school's students. Service Providers shall request and monitor subsequent arrest notices and conviction information regarding its employees and shall not allow employees who have been convicted of a violent felony (as defined in Penal Code section 667.5(c)) or serious felony (as defined in Penal Code section 1192.7) from interacting with the charter school's students.

AB 506 Mandated Reporter Training. If Service Provider is a "youth service organization" as defined in Business and Professions Code section 18975, then Service Provider shall comply with the requirements of Assembly Bill 506 (2021) including but not limited to ensuring that Service Provider's administrators, employees and regular volunteers complete training in child abuse and neglect identification and child abuse and neglect reporting.

Visitor Management System

If the Charter School utilizes a visitor management or screening software system, such as Raptor, or chooses to do so in the future, the system will scan the Visitor's name, date of birth, and photo for comparison with a national database of registered sex offenders and any custom databases set up by the charter school. Additional information will not be stored. Any data gathered during this process will not be shared or communicated outside of the charter school if the Visitor has a legitimate reason for entering the resource center except to the extent necessary to implement this policy or to inform Service Providers that an alternate employee must be sent to provide services to students.

Anti-Discrimination Harassment Intimidation and Bullying Policy

It is the policy of OFY-San Gabriel 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.

OFY-San Gabriel 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.

Firearm Safety Parental Notification

The purpose of this notice is to inform and to remind parents and legal guardians of all students in the OFY-San Gabriel of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

To help everyone understand their legal responsibilities, this notice spells out California law regarding the storage of firearms. Please take some time to review this memorandum and evaluate your own personal practices to assure that you and your family are in compliance with California law.

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.
- Note: The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.

- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm.

- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

Note: Your county or city may have additional restrictions regarding the safe storage of firearms.

Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

Dress Standard

Dress Standard

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.

~~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.~~

~~1. The Charter School considers the following items inappropriate for students to wear at school: 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 disruptive influence on the learning environment The teachers and staff of the learning center will monitor student dress. Discretion will be used by the administration and will prevail in all instances in accordance with law. If a problem arises, the teacher or administrator 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.~~

School IDs

School IDs are issued to OFY-San Gabriel students upon enrollment and are updated annually. School IDs should be worn at all times while on any OFY-San Gabriel campus and at all school sponsored events. School IDs may also be required to participate in any Experiential Learning trip. Students who have lost their ID or have not received a School ID should see their Center Coordinator for a new School ID.

Search and Seizure

~~OFY San Gabriel strives to ensure the safety of its students. In order to do this, OFY San Gabriel 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 OFY-San Gabriel property or at OFY San Gabriel 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. OFY-San Gabriel may access school property at any time. Nonetheless, OFY San Gabriel 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

OFY San Gabriel finds that the presence of weapons on OFY San Gabriel property or at OFY San Gabriel activities threatens OFY San Gabriel's ability to provide the safe and orderly learning environment to which OFY San Gabriel's students and staff are entitled. OFY San Gabriel also finds that stationary weapons detection systems offer a reasonable means to keep weapons out of OFY San Gabriel property, maintain safety, and mitigate the fears of students and staff. OFY San Gabriel 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 OFY San Gabriel property. In consideration of laws addressing protections against unreasonable searches and seizures, OFY San Gabriel officials shall ensure that weapons detection systems are used in a neutral, circumspect, uniform, consistent and non-discriminatory manner. OFY San Gabriel 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 OFY San Gabriel property or at OFY San Gabriel 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

OFY San Gabriel 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 OFY San Gabriel officials, the standard is "reasonable suspicion," as delineated above, which is a lower standard than probable cause.~~

~~OFY San Gabriel officials do not need a warrant or consent before searching a student who is under their authority.~~

~~Searches of Personal Electronic Devices~~

~~OFY San Gabriel 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 OFY San Gabriel 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 OFY San Gabriel 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 OFY San Gabriel rules.~~

~~If a OFY San Gabriel 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 OFY San Gabriel 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 OFY San Gabriel 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.~~

Search and Seizure Policy

OFY-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.

Student Freedom of Speech and Expression Policy

OFY-San Gabriel ("School") hereby adopts this policy governing student freedom of speech and expression in compliance with Education Code section 48907. The Governing Board believes that free inquiry and exchange of ideas are essential parts of a democratic education. The Board respects students' rights to express ideas and opinions, take stands on issues, and support causes, even when such speech is controversial or unpopular. Students shall have the right to exercise freedom of speech and of the press including, but not limited to the: (1) use of bulletin boards designated for student use; (2) distribution of printed materials or petitions; (3) wearing of buttons, badges, and other insignia; and (4) right of expression in official school publications. "Official school publications" refers to material produced by students in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee. The Principal or designee is responsible for supervising the material produced by pupils to ensure it meets professional standards of English and journalism. Student expression on campus or school Internet websites and online media shall generally be afforded the same protections as in print media.

Students' freedom of expression shall be limited only as allowed by Education Code section 48907, and other applicable state and federal laws, as follows:

1. Students may exercise their freedom of speech and expression in open air areas of their school campus before the commencement of each school day, during lunch periods, during any recess or break periods, and after school; however, students may not miss class for these purposes.
2. Students are prohibited from making any expressions or distributing or posting any materials that are obscene, libelous, or slanderous. Students also are prohibited from making any expressions that so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, the violation of school rules, or substantial disruption of the school's orderly operation.
3. The use of "fighting words," hate speech, or epithets is prohibited in those instances where the speech is abusive and insulting, rather than a communication of ideas, and the speech is used in an aggressive or abusive manner in a situation that presents an actual danger that it will cause a breach of the peace.
4. Printed materials to be distributed by students must be reviewed in advance by the Principal or designee, but school officials shall not engage in any prior restraint of material prepared for official school publications, except insofar as the content of the material violates the law.
5. A student shall be subject to discipline for off-campus expression, including expression on off-campus Internet websites, when such expression poses a threat to the safety of other students, staff, or school property, or substantially disrupts the educational program. The Principal or designee shall document the impact the expression had or could be expected to have on the school program.

Title IX Policy and Grievance Procedures for Sexual Harassment

OFY-San Gabriel ("School") is committed to maintaining a safe and respectful school environment that is free from discrimination and harassment. Title IX of the Education Amendments of 1972 ("Title IX") prohibits discrimination on the basis of sex, including sexual harassment, in OFY-San Gabriel's education programs and activities.

This Title IX Policy and Grievance Procedures for Sexual Harassment ("Policy") details OFY-San Gabriel's commitment to maintain a learning environment that is free from sexual harassment and provides a grievance process for allegations of sexual harassment as defined under Title IX. Any individual can report sexual harassment at OFY-San Gabriel to OFY-San Gabriel staff (e.g., Principal, Assistant Principal, teachers, etc.), and

OFY-San Gabriel will take appropriate action in accordance with the law and this Policy.

Sexual harassment is a form of sex discrimination in that it constitutes differential treatment on the basis of sex, and, for that reason, is a violation of state and federal laws and a violation of this Policy. OFY-San Gabriel considers sexual harassment to be a major offense which can result in discipline of students and termination of employees.

Definition of Sexual Harassment Under California Law

California Education Code section 212.5 defines sexual harassment as any unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decisions affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Sexual harassment under California law may include, but is not limited to:

- Unwelcome verbal conduct such as suggestive, derogatory comments, sexual innuendoes, slurs, or unwanted sexual advances, invitations, or comments; pestering for dates; making threats; or spreading rumors about or rating others as to sexual activity or performance.
- Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; graffiti of a sexual nature; or use of obscene gestures.
- Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, assault; or interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.
- Threats and demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss, and offers of benefits in return for sexual favors.

Under Education Code section 230, harassment and other discrimination on the basis of sex include, but are not limited to, the following: exclusion of a person or persons from participation in, denial of the benefits of, or subjection to harassment or other discrimination in, any academic, extracurricular, research, occupational training, or other program or activity; and exclusion from participation in, or denial of equivalent opportunity in, athletic programs. The full definition of discrimination and harassment based on sex from Education Code section 230 can be found here: https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum =230.

The definition of sexual harassment under California law and the definition of Sexual Harassment under Title IX overlap in some areas. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying based on gender, sex, gender identity or expression, or sexual orientation are eligible to be investigated pursuant to OFY-San Gabriel's Uniform Complaint Procedures Policy under California law. However, if any complaints alleging sexual harassment constitute Sexual Harassment as defined under federal law in Title IX (see below), the complaints shall be investigated under the Title IX Grievance Procedures for Sexual Harassment. OFY-San Gabriel prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process.

Sex Equity in Education Act Statement

Students have all the rights set forth in Education Code section 221.8 (as applicable to OFY-San Gabriel's programs). This includes the right to fair and equitable treatment, the right to a school environment without discrimination on the basis of sex, and the right to be provided with an equitable opportunity to participate in all academic extracurricular activities. The description of all rights set forth in Education Code section 221.8 can be found here: https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum =221.8.

For more information about Gender Equity/Title IX, please visit the following CDE website: https://www.cde.ca.gov/re/di/eo/genequitytitleix.asp.

Title IX Grievance Procedures for Sexual Harassment

Scope and Jurisdiction

This Policy's Title IX grievance procedures apply only to conduct that falls within the definition of "Sexual Harassment" under Title IX. School employees or students may submit formal complaints of Sexual Harassment for investigation under this Policy. Sexual

Harassment under Title IX means conduct on the basis of sex that falls within one or more of the following categories:

1. A School employee conditioning the provision of a school aid, benefit, or service on an individual's participation in unwelcome sexual conduct.
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to School's education program or activity.
3. Sexual assault, dating violence, domestic violence, or stalking (as those terms are defined in 34 CFR section 106.30(a)(3)).

Title IX Personnel

School has designated the following individual as its Title IX Coordinator to coordinate the investigation and resolution of Sexual Harassment formal complaints as outlined in this Policy:

Jessica Cordova
Assistant Principal Of Instructional Operations
449 W. Foothill Blvd #476, Glendora, CA 91741
jcordova@ofy.org
(626) 720-7165

The Title IX Coordinator may designate other individual(s) to fulfill all or part of their duties. In addition to the Title IX Coordinator, the following Title IX Personnel are involved in the grievance process to address formal complaints:

- **Investigator:** The individual responsible for gathering all evidence related to the formal complaint. This individual will create an "Investigation Report" which will summarize the relevant evidence.
- **Decision-Maker:** The individual responsible for evaluating evidence in order to make a determination regarding the formal complaint. The DecisionMaker submits a written determination of findings to the parties. The Decision-Maker cannot be a Title IX Coordinator, the Investigator, or any individual involved in the investigation of the formal complaint.
- **Title IX Appeals Officer:** If applicable, this individual is responsible for evaluating an appeal of the final determination. The Title IX Appeals Officer cannot be a Title IX Coordinator, Investigator, Decision-Maker, or any individual involved in the investigation of the formal complaint.

All Title IX Personnel (i.e., Title IX Coordinator, Investigator(s), Decision-Maker(s), Appeals Officer(s), and any person who facilitates an informal resolution process) will receive training in accordance with Title IX requirements. The Title IX Coordinator must ensure individuals responsible for investigating a formal complaint are neutral.

Reporting Allegations of Sexual Harassment

Any individual (e.g., a student or employee who is alleged to be a victim of Sexual Harassment or a parent/guardian of a student who is alleged to be a victim of Sexual Harassment), may report Sexual Harassment directly to the School Title IX Coordinator, or to any other available OFY-San Gabriel employee who shall immediately inform the Title IX Coordinator. Reports of Sexual Harassment can be made in-person, by mail, by telephone, by electronic mail, or by any other means that result in a Title IX Coordinator receiving the person's verbal or written report.

School's Initial Response to a Report of Sexual Harassment

Upon receipt of any report of Sexual Harassment, the Title IX Coordinator or designee will take the following steps. These steps are offered regardless of whether the complainant submits a formal written complaint: **1. Contact Complainant and Determine Need for Supportive Measures:** The Title IX Coordinator will contact the complainant and respondent[1] to discuss the availability of supportive measures to stop the harassment, protect students, and ensure access to the educational program. If a formal complaint was not filed, the Title IX Coordinator shall explain to the complainant the right to file a formal complaint and the process for filing a formal complaint. A formal complaint is one that contains the complainant's physical or digital signature, and it may be filed at any time with the Title IX Coordinator in person, by mail, or by email. A complainant may use the attached Title IX form to submit a formal complaint to the Title IX Coordinator.

- Supportive measures are non-disciplinary and nonpunitive and shall be available at any point during the Title IX investigation. Supportive measures may include, but are not limited to: wellness check-ins, counseling services, extension of deadlines or courserelated adjustments, modifications of work or class schedules, changes in work locations, or leaves of absences. The Title IX Coordinator is responsible for implementing the supportive measures.

2. Determine Need for Emergency Removal: The Title IX Coordinator will review the facts to determine whether the respondent (either student or staff) may need to be removed from the educational program or activity to prevent any further sexual harassment and/or maintain the safety of students and staff.

- OFY-San Gabriel may determine that removal from the educational program or activity is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations. OFY-San Gabriel will conduct an individualized safety and risk analysis before the removal. OFY-San Gabriel shall provide the respondent with notice and an opportunity to

challenge the decision immediately following the removal.
- If the respondent is a student, OFY-San Gabriel is subject to applicable laws and school policies regarding involuntary removals, suspensions, and expulsions.
- If the respondent is an employee, the employee may be placed on administrative leave during the formal complaint investigation.

Initial Review of Formal Complaint

If a formal complaint is filed, the Title IX Coordinator will review the complaint and make an initial determination as to whether it raises allegations that fall within the definition of Sexual Harassment under Title IX as described above. OFY-San Gabriel may consolidate multiple formal complaints where the allegations of Sexual Harassment arise out of the same facts or circumstances.

If it does, the Title IX Coordinator will follow this Policy's grievance procedures for formal complaints. If it does not, the Title IX Coordinator will determine whether the complaint should be dismissed (as explained below) and/or investigated pursuant to another applicable OFY-San Gabriel policy (e.g., Uniform Complaint Procedures). At any time after a formal complaint has been filed, but before reaching a determination regarding the allegation, OFY-San Gabriel may offer an informal resolution process (such as a restorative justice or mediation) to the complainant and respondent. However, the informal resolution process is not available where the complainant alleges that an employee sexually harassed a student. Participation in informal resolution is voluntary.

Mandatory or Permissive Dismissal of Formal Complaint

Under certain circumstances, a complaint must or should be dismissed by the Title IX Coordinator. The Title IX Coordinator will endeavor to make this determination no more than fifteen (15) school days from the date they receive the formal complaint.

1. **Mandatory Dismissal:** The Title IX Coordinator must dismiss the formal complaint if they determine any of the following:
   - The alleged conduct would not constitute Sexual Harassment as defined under Title IX even if proved;
   - The alleged conduct did not occur in School's education program or activity; or
   - The alleged conduct did not occur against an individual in the United States.
2. **Permissive Dismissal:** The Title IX Coordinator may dismiss a formal complaint if they determine any of the following:
   - The complainant has notified OFY-San Gabriel, in writing, that they would like to withdraw the complaint or any allegations in the complaint;
   - The respondent is no longer enrolled in, or employed by, OFY-San Gabriel; or
   - Specific circumstances prevent the OFY-San Gabriel from gathering evidence to reach a determination with regard to the complaint.
3. **Written Notice of Dismissal:** If the Title IX Coordinator dismisses the complaint, they must send written notice of the dismissal simultaneously to both parties (complainant and respondent) as follows:
   - The written notice should state the reason(s) for the dismissal and inform the parties of their right to appeal in accordance with the procedures described in the "Appeals" section below.
   - If the Title IX Coordinator determines another OFY-San Gabriel grievance procedure (e.g., Uniform Complaint Procedures) is the appropriate grievance procedure for the complainant's allegation(s), the written notice shall inform the parties (complainant and respondent) of OFY-San Gabriel's intent to investigate the complaint through that grievance procedure.

Title IX Grievance Procedures

If the Title IX Coordinator does not dismiss the formal complaint, OFY-San Gabriel will initiate the following Title IX Grievance Procedures and issue a Written Decision. OFY-San Gabriel will endeavor to complete its investigation and issue a Written Decision within sixty (60) calendar days of receipt of the formal complaint.

1. Send Written Notice of Formal Complaint

The Title IX Coordinator must provide the parties (complainant and respondent) with a Notice of Formal Complaint. The Title IX Coordinator will endeavor to provide this Notice within fifteen (15) school days of receipt of the formal complaint. The notice shall include: (1) a copy of this Policy; (2) a description of the allegations potentially constituting Sexual Harassment with sufficient details known at the time; (3) a statement that the respondent is presumed not responsible for conduct and that a determination regarding responsibility is made at the conclusion of the grievance process; (4) a statement informing the parties of the opportunity to have an advisor of their choice throughout the grievance process and the ability to inspect and review evidence; and (5) a statement informing the parties that they must not knowingly make false

1 The "complainant" is the individual who is alleged to be the victim of conduct that could constitute Sexual Harassment. The "respondent" refers to the individual who has been reported to be the perpetrator of conduct that could constitute Sexual

statements or submit false information. 2. Investigator Conducts Investigation

The Investigator will gather and review evidence related to the allegations. This can include, but is not limited to, interviewing parties or witnesses, as well as reviewing relevant evidence. The Investigator will not require, request, or rely upon any information protected under a legally recognized privilege, unless the person holding such privilege has waived it.

Written notice of all investigative interviews or other meetings must be provided to any individual whose participation is invited or expected to be provided with sufficient time for the individual to prepare to participate. Notice must include the date, time, location, participants, and purpose of the meeting. Attendees of such meetings will have the right to be accompanied by an advisor of their choice.

3. Investigator Provides Parties Equal Opportunity to Review Gathered Evidence

The Investigator will provide both the complainant and respondent with an equal opportunity to review the evidence that is directly related to the allegations raised in the formal complaint. The parties will have a period of at least fifteen (15) calendar days before the Investigative Report is provided to the parties to review the evidence, ask the Investigator additional questions, and provide or suggest additional evidence to be considered by the Investigator.

4. Investigator Prepares and Shares Investigative Report

The Investigator will prepare an Investigative Report summarizing the relevant evidence. The Investigative Report is not OFY-San Gabriel's final Written Decision. The Investigator will send the Investigative Report to the parties and their advisors, if any, for their review and written response at least fifteen (15) calendar days before issuance of the Written Decision. OFY-San Gabriel will inform the parties in writing that they may submit to the Decision-Maker written, relevant questions that the parties want asked of any party or witness. The Decision-Maker is responsible for providing the responses (if any) to these questions to both parties. 5. Decision-Maker Issues Written Decision

The Decision-Maker will endeavor to issue the Written Decision within sixty (60) calendar days from the receipt of the formal complaint. The Decision-Maker will issue a Written Decision to both parties simultaneously. The Decision-Maker uses the "preponderance of evidence" standard (i.e., it is more likely than not that the respondent committed the alleged conduct). The Written Decision will include all of the following:

- Identification of the allegations potentially constituting Sexual Harassment.
- A description of the procedural steps taken by OFY-San Gabriel during the investigation process (e.g., notifications to the parties, interviews with the parties and witnesses, site visits, or methods used to gather other evidence).
- Findings of fact supporting the determination.
- Conclusions regarding the application of OFY-San Gabriel's policies to the facts.
- A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions OFY-San Gabriel imposes on the respondent, and whether remedies designed to restore or preserve equal access to OFY-San Gabriel's educational program will be provided by School to the complainant.
- OFY-San Gabriel's procedures and permissible bases for either party to appeal the decision.

6. Remedies

If OFY-San Gabriel determines that the respondent engaged in Sexual Harassment, OFY-San Gabriel will provide remedies to the complainant, as appropriate. This may include supportive measures. Remedies may also include: transfer from a class; parent/student conference(s); positive behavior support; warnings; detention; and/or formal discipline, such as suspension and expulsion. When an employee is found to have committed Sexual Harassment, OFY-San Gabriel will take appropriate disciplinary action, up to and including termination, in accordance with OFY-San Gabriel's policies and as permitted by law.

Title IX Sexual Harassment Complaint Form

Instructions: This form can be completed by any individual who has knowledge of a sexual harassment conduct occurring within an education program or activity of OFY-San Gabriel ("School"). Please complete the information below. Should you need additional space or would like to provide documentation to support the allegations in the complaint, you can attach those to this complaint form. If you have any questions, please contact OFY-San Gabriel's Title IX Coordinator listed below.

Contact Information and Complainant's (Victim) Information

Full Name of Person Filing the Complaint:	Address:
Phone:	Email:
School Name:	Complainant's (Victim) Full Name (if different from above):

Respondent's (Accused) Information

Respondent's Full Name:	
Is the accused a School student? No Yes	If yes, what is the student's grade and relation to complainant:
Is the accused a School staff member? No Yes	If yes, what is the staff member's relation to the complainant (e.g., teacher)?
If no, what is the accused's affiliation to School?	

Details of Complaint

Date of the Alleged Incident(s):	Location of Alleged Incident(s):

Please describe the facts underlying your complaint. Provide details such as the names of those involved, the dates of the incident(s), whether witnesses were present and the names of any witnesses, etc. Please provide any details which you feel might be helpful to a complaint investigator.

_____

_____

_____

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_____

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_____

_____

Did the harassment occur at School or during a School activity? If so, please describe:

Did this incident interfere with your ability to access or participate in School programs or activities? If so, please describe:

List the individuals involved in the relevant incident(s):

List any witnesses to the incident(s):

Acknowledgments

By submitting this form to the School Title IX Coordinator, I wish to initiate School's formal Title IX Grievance Procedures.

Signature of Complainant	Date:

Once you have completed this form, please submit it to the Title IX Coordinator:

Jessica Cordova, Assistant Principal of Instructional Operations
449 W. Foothill Blvd #476, Glendora, CA
91741 email: jcordova@ofy.org phone: (626)
720-7165

Appeals

Either party may appeal OFY-San Gabriel's Written Decision, or its dismissal of a formal complaint or any allegation in the complaint, within five (5) calendar days of the decision. An appeal may be made on any of the following grounds:

1. A procedural irregularity affected the outcome.
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter.
3. The Title IX Coordinator, Investigator, or Decision Maker had a conflict of interest or bias for or against complainant or respondent that affected the outcome of the matter.

Upon receipt of an appeal, OFY-San Gabriel will provide a written notification to the other party about the appeal that gives both parties a reasonable, equal opportunity to submit a written statement in support of/challenging the appeal.

The Title IX Appeals Officer (not Decision-Maker, Title IX Coordinator, or Investigator) shall issue a written decision of an appeal, including the rationale for the result, to both parties simultaneously. The Title IX Appeals Officer will endeavor to issue their decision within forty (40) school days from the receipt of the appeal.

Record Keeping

OFY-San Gabriel will maintain for a period of seven (7) years records pertaining to Title IX Sexual Harassment allegations in accordance with 34 CFR section 106.45(b)(10), as well as all materials used to train Title IX Personnel.

Updates

The Superintendent or designee may update, modify, or implement this policy in a manner to comply with applicable law.

Academic Honesty

OFY-San Gabriel is strongly committed to nurturing academic excellence, truth, responsibility, and integrity. Our independent study program expects all students to maintain a high standard of ethics in their academic pursuits. Academic dishonesty is considered a serious matter and will not be tolerated.

Academic dishonesty (in course work, on examinations, or in other academically-related activities) includes, but is not limited to, the following:

- Copying from another student or knowingly allowing another to copy
- Using unauthorized materials and/or technologies
- Plagiarizing work—the intentional or accidental appropriation of another's writings or ideas and the unacknowledged incorporation of that work, in full or in part, in one's own written work—including electronic media such as the Internet
- Counterfeit work, including turning in as one's own work that which was created, researched, or produced by another
- Theft or the altering of grades, records (written or electronic), and/or teaching materials (written or electronic)

Any student found to have broken the academic honesty policy is subject to any or all of the following consequences:

- Immediate removal from the course(s) where the infraction occurred (without replacement) and possible failure of the course
- A meeting with the teacher and/or administrator
- Other discipline as determined by OFY-San Gabriel in its sole discretion (e.g., rescind privileges to attend student events)

Definitions of Academic Dishonesty

Cheating or Violations of Testing Procedures are recognized as deliberately seeking one's own gain in academic, extracurricular, or other school work in order to (or with the intent to) gain an unfair advantage including, but not limited to, the following:

- Unauthorized exchange of information during a test or while others are taking a test
- Copying from others during a test or examination
- Using unauthorized materials (electronically on calculators, cell phones or crib notes) to complete an examination or assignment,
- Copying parts of an exam and giving it to other students who have to take the test
- Changing, altering, or being an accessory to changing or altering a grade on a test, assignment, or project
- Violating any other specific procedures specified by the teacher
- Unpermitted collaboration on assigned work, or work submitted by any student, including, but not limited to, papers, projects, products, lab reports, other reports, and homework

- Creating a disadvantage for another student by hoarding or by sabotaging materials or resources
- Unauthorized prior knowledge and/or use of tests, quizzes, midterms, finals, or other assignments
- Having another individual take a test or prepare an assignment, or assist in the test or assignment without approval

To Lie or Commit a Fraud: To make a statement one knows is false, with the intent to deceive or with disregard for the truth; to give a false impression. Lies can be made verbally, in writing, or by gestures that are intended to convey a false impression or understanding. With regard to academic performance, conduct that constitutes lying includes, but is not limited to, cases illustrated by the following examples:

1. Fabrication of data or information (i.e., making it up
2. Citation of information not taken from the source indicated. This may include incorrect documentation of secondary source materials; e.g., using the bibliographic information from a source instead of going to the original source yourself
3. Listing sources in a bibliography not used in the academic exercise
4. Submission in a paper or other academic exercise of false or fictitious data, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data
5. Submitting as your own any academic exercises prepared totally or in part by another
6. Forgery of signature on documents for school record
7. Changing a grade or attendance record in a teacher's grade book or in the attendance records
8. Making statements that you know or reasonably should know have caused a false impression or understanding to have been created, and failing to correct the false impression or misunderstanding

Stealing: encompasses taking or appropriating without the right or permission to do so and with the intent to keep or improperly use the school work or materials of another student or the instructional materials of a teacher. Some examples are stealing copies of tests or quizzes, illegitimately accessing the teacher's answer key for tests or quizzes, stealing the teacher's edition of the textbook, stealing another student's homework, notes, or handouts.

Other examples of inappropriate behavior include:

- **Multiple Submissions:** Submitting substantial portions of any academic exercise more than once without prior authorization and approval of the teacher.
- **Complicity:** Facilitating any of the above actions or performing work that another student then presents as their own work (e.g., copying someone's homework or allowing someone to copy homework).
- **Interference:** Interfering with the ability of a fellow student to perform their assignments (e.g., stealing notes or tearing pages out of books).
- **Plagiarism:** The copying of language, structure, programming, computer code, ideas, and/or thoughts of another and passing off the same as one's own original work, or attempts thereof. Such acts include, but are not limited to, having a parent or another person write an essay (including the purchase of works online) or do a project which is then submitted as one's own work; failing to use proper documentation and bibliography.

Responsibilities of Student and Staff

Each STUDENT will maintain and support academic integrity by:

- Completing all assigned work, activities and tests in an honorable way that avoids all cheating, lying, and stealing
- Understanding the school-wide Academic Honesty Policy
- Clarifying with the instructor anything that may be unclear about an assignment, with respect to how the Academic Honesty Policy may apply to it
- Maintaining records of research notes, outlines, rough drafts and reference works to validate individual effort
- Seeking supplemental assistance from teachers, parents or peers to understand lessons and assignments

Each TEACHER will:

- Present the Academic Honesty Policy to students.
- Support the school's core values that prioritizes student learning over letter grades
- Teach the process of learning and creating academic products while providing sufficient time for products to be competed
- Be accessible outside of class for students to seek help with questions and other learning needs
- Maintain the integrity of the evaluation/testing process (use multiple forms, seek responses that require thinking and not just facts, provide sufficient spacing of students, maintain supervision)
- Explain the use of permissible study aids – including tutors – in coursework
- Check student papers for plagiarism
- Report to supervisors (e.g., Assistant Principal or Principal) any violations of the Academic Honesty Policy that are serious enough to have incurred discipline, and following through on the consequences authorized by the supervisors after administrative review

Each PARENT/GUARDIAN will:

- Review and understand the Academic Honesty Policy and guidelines for individual teachers' classes
- Communicate your support for the school's core values and Academic Honesty Policy and discuss with your student their opinion of academic integrity and its relevance to their education

- Support the imposition of consequences if the Academic Honesty Policy is violated and discuss with your student the value of maintaining academic integrity

Student Conduct & Expectations

Students are expected to conform to the customary rules of conduct and the normal modes of operation of the facility in which the learning center is located. They will also act in accordance with the following behavior expectations in following all written and verbal agreements:

1. Be courteous and respectful to others
2. Respect the property of others
3. Be prepared to learn at all times
4. Follow learning center's written discipline policy

Smoking is not allowed in the vicinity of the learning center. Students must keep all mobile devices powered off or placed in "Airplane" mode and stored in a designed storage location during instructional time. Refer to the Student Smart Phone Use Policy. The teachers and staff of the learning center will be on hand at all times to monitor student behavior. If a problem arises, the teacher will contact the student's family and may request a parent/ guardian and teacher conference to discuss the matter.

Laptop Restitution Policy

California law states that a parent or guardian of a minor is liable to a school for all property loaned to and failed to be returned, or willfully damaged by a minor. The liability shall not exceed $26,0005,100 in 20265, adjusted annually for inflation. In addition, it authorizes schools, after affording the student due process rights, to withhold the grades, diploma, and transcripts of a student until the student or parent/guardian pays for the lost or damaged school property (e.g., textbooks, library books, computers, devices, shop materials, physical education clothes, and sports equipment). Teachers and other employees, under the direction of the principal, are held responsible for the care of school's property, equipment, materials, and supplies, particularly such property as is located in the room or rooms to which they are assigned.

A. Overview

It is the policy of OFY-San Gabriel to seek restitution when a student, among other things, willfully cuts, defaces, or otherwise damage any school property, or loses or fails to return school property loaned to the student. This includes but is not limited to, installing unauthorized software applications, modifying, adding or deleting school software or any alteration to the configuration of any and all IT computing devices and peripherals - such as laptops and other devices. The parent/guardian is liable for such damages, not exceeding the limit set forth above, increased annually for inflation. In cases of the above types of loss or damage, the school must attempt to identify the student(s) responsible and the amount of the loss in accordance with the procedures as outlined in this policy.

In the case of theft or vandalism, the school administrator can consult with police to determine any criminal justice recourse and the Charter School's Discipline Policy for possible disciplinary action. If a criminal case is filed, the courts may order restitution upon successful prosecution. In cases where no criminal charges are filed, the school is responsible for the collection of damages from the student and parent/guardian.

The authority to withhold grades, diploma, or official transcripts applies only to situations where the student, parent or guardian has requested a copy of the student's records. When a student transfers to another K-12 school, the student's permanent record must be sent to the requesting K-12 school. If the student transfers to a K-12 school, a copy of the student's permanent record must be sent to the requesting district. The permanent record, or copy, must be sent even though there may be charges or fees owed by the student, parent, or guardian. In such cases, upon sending the permanent student record to the new (receiving) school, the new school shall be notified of the restitution debt so that the new school may likewise withhold the grades, diploma, or transcripts.

B. Procedures: Responsibilities of the School – Policy Implementation

1. The school shall make use of the inventory system that clearly identifies the student and type of school property issued to the student. No student shall have grades, diploma, or official transcripts withheld in the absence of satisfactory evidence of an accounting (inventory) system for school property.
2. At the time of enrollment or at the beginning of each school year, the school shall notify the student and parent or guardian of the school's policies regarding the parents' or guardians' financial responsibility for school property that is not returned or where the student causes damage to school property. Parents are notified via this Student Handbook.
3. The school shall implement a restitution process by which students are afforded the opportunity to return the missing property or pay for the damages. Schools may initiate a payment process. Upon completion of the restitution process, the debt is discharged and any withheld grades, diploma, or official transcripts of the student shall be released and the full privileges of participation in school activities shall be restored.
4. The school shall adopt the due process procedure listed below that allows the parent/guardian or student an opportunity to review, discuss, and respond to the imposition of any fees or charges resulting from this policy.
   a. The parent or guardian shall be informed in writing immediately after any alleged loss which gives rise to an obligation under applicable law and policy.

i. The parent or guardian may first be allowed to present information on behalf of the student, during a conference at the school, as to the reasons why a fee should not be imposed; or
ii. A student may write a 500-word explanation to the school to present information as to why the laptop is unable to be returned and a fee should not be imposed. iii. After reviewing any information provided by the parent/ guardian and or students, the principal/ designee shall decide whether or not to withhold grades, diploma, or official transcripts and/ or impose the fee for damages. The parent/ guardian and student shall be notified in writing of the decision. The decision of the principal is final. There is no appeal beyond the school level.

5. Upon receiving notification of the school's decision, the parent or guardian may, if necessary, pay the outstanding obligation via money order or cashier's check, payable to the Charter School, with a notation that shows what the payment is for. If the student and parent are unable to pay for the damages or return the property, the school will provide a program of voluntary work in lieu of the payment of monetary damages. Upon receiving payment or upon the completion of the voluntary work, the student's grades, diploma, and/or official transcripts shall be released and the debt discharged.

Internet Access Consent and Waiver

The following must be read by you and your parent or legal guardian.

This Consent and Waiver, along with the Internet Rules and Regulations set forth the terms and conditions of the license for you to use the OFY-San Gabriel Computer Network ("OFY Computer Network"). By using the OFY Computer Network, you agree to comply with all of the terms and conditions of this Access Consent and Waiver as well as the Internet Rules and Regulations. You are fully responsible for any use of the system under your assigned user name or password by any person or entity. The purpose of this policy is to ensure that Internet access, using the OFY Computer Network, will be appropriate and used only for educational purposes, consistent with the acceptable standards of the school and community. Using the OFY Computer Network is a privilege—not a right. While using the OFY Computer Network, you understand and agree that you are waiving any expectation of privacy in your activity and communications. OFY-San Gabriel retains the right to monitor all activity on the OFY Computer Network, including but not limited to the right to access and/or view any electronic communications.

OFY-San Gabriel shall have the sole and exclusive right at any time, with or without notice, to alter or amend this Consent and Waiver form and/or the Internet Rules and Regulations, or to otherwise change, modify, discontinue or amend (a) the terms and conditions applicable to your use of the OFY Computer Network; or (b) any aspect or feature of the OFY Computer Network, including, but not limited to, content, functionality, hours of availability, and hardware, telecommunication equipment, software, or services needed for access or use. Any use of the OFY Computer Network by you after any such changes, modifications, or additions shall continue to be governed by this Access Consent and Waiver form as well as the Internet Rules and Regulations.

OFY-San Gabriel believes that the benefits to educators and students from access to the Internet, in the form of information resources and opportunities for collaboration, far exceed any disadvantages of access. Ultimately, the parent(s) and guardian(s) of minors are responsible for setting and conveying the standards that their student(s) should follow. To that end, OFY-San Gabriel supports and respects each family's right to decide whether or not to apply for OFY Computer Network access. Parents of minors shall be responsible for monitoring their child's use of the OFY Computer Network.

The student and his/her parent(s) or guardian(s) must understand that student access to the OFY Computer Network exists to support the school's educational mission and purpose. The specific conditions and services that are offered will change from time to time. In addition, OFY-San Gabriel makes no warranties with respect to the network service, and it specifically assumes no responsibilities for:

- The content of any advice or information received by a student from a source outside the school or any costs or charges incurred as a result of seeing or accepting such advice
- Any costs, liability or damages caused by the way the student chooses to use his/her network access
- Any consequences of service interruptions or changes, even if these disruptions arise from circumstances under the control of OFY Computer Network

Rules and Regulations:

1. My use of the OFY Computer Network must be consistent with OFY-San Gabriel primary educational goals.
2. I will not use the OFY Computer Network for illegal purposes of any kind.
3. I will not use the OFY Computer Network to transmit threatening, obscene, or harassing materials. OFY-San Gabriel will not be held responsible if I participate in such activities.
4. I will not use the OFY Computer Network to interfere with or disrupt network users, services, or equipment. Disruptions include, but are not limited to, distribution of unsolicited advertising, propagation of computer worms and viruses, and using the network to make

unauthorized entry to any other machine accessible via the network. I will print only to my local printer or to the printer designated by my instructor or OFY-San Gabriel.

5. I am to assume that information or resources available via the OFY Computer Network are private to the individuals and organizations which own or hold rights to those resources and information unless specifically stated otherwise by the owners or holders of rights. Therefore, I will not use the OFY Computer Network to access information or resources unless permission to do so has been granted by the owners or holders of rights to these resources or information.
6. I am prohibited from attempting to circumvent or subvert any system security measures. This section does not prohibit use of security tools by OFY Computer Network personnel.

By using the OFY Computer Network, I agree to defend, indemnify, and hold harmless OFY-San Gabriel from and against all claims and expenses, including attorneys' fees, arising out of the use of the OFY Computer Network by me or by anyone having access to the OFY Computer Network by means of my account.

This Consent and Waiver form and the Rules and Regulations shall, in all respects, be governed by the laws of the State of California applicable to the agreements executed and wholly performed within the State of California.

In the event any action is instituted by a party to enforce any of the terms and provisions of this Consent and Waiver form or the Rules and Regulations, the prevailing party in such action shall be entitled to such reasonable attorneys' fees, costs, and expenses as may be fixed by the court or trier of facts, whether or not such action is prosecuted to final judgment.

As the parent or guardian of this student, I have read, understand and agree with the provisions set forth above as to my child's internet usage privileges. I have also read, understand and agree with the OFY-San Gabriel Internet Rules & Regulations. I will ensure that my child fulfills his or her obligations under this Consent and Waiver and the Rules and Regulations and acknowledge responsibility for any of my child's conduct in variance with this Consent and Waiver as well as the Rules and Regulations. I understand that this access is designed for educational purposes. I also recognize that it is impossible for OFY-San Gabriel to restrict access to controversial materials and I will not hold them responsible for materials acquired.

Student Smart Phone Use Policy

Purpose

OFY-San Gabriel recognizes that using smartphones may be beneficial to student learning and well-being but could also be disruptive to the OFY-San Gabriel's instructional program. The purpose of this policy is to limit or prohibit the use of smartphones by students while at a OFY-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

1. **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.
2. **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.
3. **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 OFY-San Gabriel, 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 OFY-San Gabriel, 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):*

1. 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.

2. 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.
3. 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.
4. 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 OFY 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:

1. Direct the student to immediately turn off the smartphone and store it in its designated storage location.
2. Confiscate the smartphone until the end of the instructional time, school day, or school activity.
3. 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.
4. Recommend and/or initiate disciplinary action in accordance with the Name of School 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 OFY San Gabriel, 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, Name of School 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, OFY San Gabriel aims to create a supportive school environment that prioritizes academic success and student well-being.

Student Smartphone Use Policy

I.Purpose:

OFY-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 an OFY-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.

II. 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.

III. 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 OFY-San Gabriel Learning Center, which may include phone pouches such as Yondr, Inc. pouches, a classroom phone holder, a locked storage unit, or backpacks.

IV. 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.

V. 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).

VI. 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 OFY-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 OFY-San Gabriel Discipline Policy.

VII. 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

OFY-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,OFY-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.

VIII. 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.

IX. 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, OFY-San Gabriel aims to create a supportive school environment that prioritizes academic success and student well-being.

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 OFY San Gabriel'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

OFY San Gabriel 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 OFY San Gabriel's disciplinary policies shall afford students due process. To this end, OFY San Gabriel's Board shall develop rules and regulations governing the procedures by which students may be suspended or expelled. OFY San Gabriel'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. OFY San Gabriel 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 OFY San Gabriel. 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. OFY San Gabriel 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 OFY San Gabriel'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. OFY San Gabriel 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.

OFY San Gabriel 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 OFY San Gabriel 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. OFY San Gabriel 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 OFY San Gabriel 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 OFY San Gabriel 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 OFY San Gabriel 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, OFY San Gabriel 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.

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.

1. "**Bullying**" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

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

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2. "**Electronic Act**" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site

including, but not limited to:

a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

b. Creating a credible impersonation of another

actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

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.

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on 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. 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.

1. "**Bullying**" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

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

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by OFY San Gabriel.

2. "**Electronic Act**" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of

a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site

including, but not limited to:

a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed

in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

a. For purposes of this 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.

b. 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.

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

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 OFY San Gabriel 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 OFY San Gabriel 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(e)(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 OFY San Gabriel 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 OFY San Gabriel 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 OFY San Gabriel 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(e)(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 OFY San Gabriel'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 OFY San Gabriel 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 nonAttorney 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 OFY San Gabriel 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. OFY San Gabriel 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, OFY San Gabriel must present evidence that the witness' presence is both desired by the witness and will be helpful to OFY San Gabriel. 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 OFY-San Gabriel.

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

OFY San Gabriel shall maintain records of all student suspensions and expulsions at OFY San Gabriel. 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 OFY San Gabriel 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 OFY San Gabriel 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 OFY San Gabriel for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from OFY San Gabriel 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 OFY San Gabriel'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

OFY San Gabriel 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 OFY San Gabriel 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, OFY San Gabriel, 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 OFY San Gabriel, 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 OFY San Gabriel, 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 OFY San Gabriel 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 OFY San Gabriel agree to a change of placement as part of the modification of the behavioral intervention plan.

If OFY San Gabriel, 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 OFY San Gabriel 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 OFY San Gabriel 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 OFY San Gabriel, 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 OFY San Gabriel 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 OFY San Gabriel 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 OFY San Gabriel 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
OFY San Gabriel 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 OFY San Gabriel's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the OFY San Gabriel had knowledge that the student was disabled before the behavior occurred.

OFY San Gabriel 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 OFY San Gabriel supervisory or administrative personnel, or to one
of the child's teachers, that the student is in need of special education or related services.
a. The parent has requested an evaluation of the child.
a. The child's teacher, or other OFY San Gabriel personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other OFY San Gabriel supervisory personnel.

If OFY San Gabriel 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 IDEAeligible children with disabilities, including the right to stay put.

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

OFY San Gabriel 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.

Drugs, Tobacco, Alcohol

It shall be the policy of OFY San Gabriel 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.

OFY San Gabriel 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 OFY San Gabriel's tobacco-free policy. The notification shall also inform them of:

- Their need to abide by OFY-San Gabriel 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 OFY-San Gabriel policy and applicable laws.

Incident Reporting

School Incidents

OFY San Gabriel 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.

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.

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.

1. "**Bullying**" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2. "**Electronic Act**" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

. A message, text, sound, video, or image.

i. 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.

a. 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.

b. 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.

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on 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. 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.

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i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2. "**Electronic Act**" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

a. For purposes of this 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.

b. 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.

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

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.

Drugs, Tobacco, 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.

Incident Reporting

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.

Student Initiated Group Policy

Purpose

The purpose of this policy is to offer an overview of the law and operational guidelines for student-initiated non-curricular student groups ("Student Groups") at OFY-San Gabriel ("School"). A Student Group is any group formed by students whose activities are not directly related to the body of courses offered by the School, e.g. a chess club, baking club. This policy does not apply to curricular and School sponsored and organized groups, such as Associated Student Body.

Overview

The School believes student groups have countless benefits for students including exposure to new interests, enhancing school spirit and providing students with a sense of belonging.

The School has created a limited open forum for Student Groups. Under the Equal Access Act (20U.S.C §§ 4071-74), all Student Groups shall be given equal access to meet on School premises during non-instructional time without regard to their religious, political, philosophical, or other speech content. A Student Group's meetings, ideas, and activities are not sponsored or endorsed in any way by the School.

The School shall not deny equal access or a fair opportunity to meet, or otherwise discriminate against, any group officially affiliated with the Boy Scouts of America, or with any other youth group listed as a patriotic society in Title 36 of the United States Code, for reasons based on the membership or leadership criteria or oath of allegiance to God and country. (20 U.S.C. § 7905)

Requirements for Student Group Recognition

Students who wish to create a Student Group must first submit a written proposal to the Principal or Assistant Principal in order to gain group recognition. The written proposal must include the following:

1. Proposed Student Group Name
2. Student Contacts
3. Statement of the Student Group's purpose, goals,

and activities;
4. Name(s) of any School staff member interested in supervising meetings (if any);
5. Any other information that will help the Principal better understand the Student Group

School Approval

The Board delegates to the Principal the authority to approve a Student Group or designate another School official to approve a Student Group (e.g., Assistant Principal). Before granting a request to create a Student Group, the Principal or designee may request additional information. Student Groups must be authorized by the Principal or designee in accordance with this policy before meeting on School grounds.

Scheduling and Supervision

Once the School approves the Student Group, the Principal or Assistant Principal will provide dates and times of available meeting spaces during non-instructional hours for the Student Group to select. Each student group must adhere to their scheduled meeting time and place. Meetings must take place during non-instructional hours and must be supervised as set forth below. Throughout the school year, the Student Group may make additional requests for meeting space. Student Groups shall be given equal access to meeting space, school equipment, and supplies.

Students shall leave the meeting place in a clean, orderly, and secure condition after their meetings.

If the Student Group desires, the School may be able to provide support so meetings can be held virtually during non-instructional hours.

Student Group meetings shall entail no expenditure of public funds beyond the incidental cost of providing the meeting space. (20 U.S.C. § 4071)

The Principal or designee may deny the use of facilities to any Student Group that he/she believes will materially and substantially interfere with the orderly conduct of educational activities within the school. (20 U.S.C. § 4071)

Student Group meetings must be supervised by a School staff member in a non-participatory fashion.

Limitations of Student Group Meetings:

- Student Group meetings or events may not interfere with the orderly conduct of the school day or School facility.
- Students must be enrolled at the School to participate in a Student Group.
- Nonschool persons may not conduct, control or regularly attend Student Group meetings.
- School staff must supervise School Group meetings. This supervision must be custodial in nature rather than participatory.
- A School employee may refuse to attend a Student meeting is contrary to the employee's beliefs. (20 U.S.C. § 4071)
- There shall be no sponsorship of the Student Group meeting by the School or staff. The term "sponsorship" means that School staff are promoting, leading, or participating in a meeting. The assignment of a School employee to a meeting for supervision purposes shall not constitute sponsorship of the meeting.
- While School staff cannot curtail or otherwise control School Group meeting content, students should not use School facilities to publish or otherwise disseminate:
- Matter that is obscene to minors or libelous under the law;
- Matter which incites students so as to create a clear and present danger of the imminent commission of unlawful acts or of the substantial disruption of the orderly operation of the School;
- Material which expresses or advocates racial, ethnic, gender or religious prejudice.

- Students shall behave appropriately, treat others with mutual respect, and comply with behavior rules in the Student Handbook during School Group meetings.
- Student Groups are prohibited from conducting fundraising activities at any location.

Curriculum-Related Student Organizations

If the Principal or designee determines a Student Group meets any of the following conditions, the group is considered a "Curriculum-Related Student Organization" and not a "Student Group" for purposes of this policy:

- Student Group's subject matter is taught or will soon be taught in a regular course;
- Student Group's subject matter concerns the body of courses as a whole;
- Participation is required for a particular course; or
- Participation results in academic credit

Unlike non-curricular Student Groups, CurriculumRelated Student Organizations may be sponsored by the School. Curriculum-Related Student Organizations may receive leadership, direction and support from School staff beyond just providing a meeting place during noninstructional time.

The Principal or designee may assign a staff adviser for any Curriculum-Related Student Organization, who will be responsible for ensuring the organization's activities are aligned to the School's goals and objectives and providing supervision and leadership of the group.

Security Surveillance Policy

Purpose of Policy

The Governing Board ("Board") of OFY-San Gabriel ("Charter School") 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

Group meeting if the content of the speech at the

providing a school environment that promotes the safety of students, staff and visitors to San Gabriel'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 San Gabriel'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 San Gabriel'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 San Gabriel'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 San Gabriel'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

San Gabriel shall provide written notice to students and parents/legal guardians that San Gabriel 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. Prior to the operation of any Surveillance Systems that capture video and/or audio recordings, San Gabriel 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

San Gabriel 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 San Gabriel 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 involves injury to students, staff or members of the public or property, or which involves any potential violation of the law or San Gabriel's policies, procedures, or rules of conduct.

When San Gabriel 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 San Gabriel determines that it is legally permissible to provide the requesting party or entity with access to the Surveillance Data, San Gabriel may do so by retaining the requested Surveillance Data in its files and providing a duplicate to the requesting person or entity.

To the extent that any Surveillance Data creates (1) a student record under FERPA or the California Education Code or (2) a confidential employee personnel record under applicable labor laws, San Gabriel shall ensure that Surveillance Data is accessed, retained and disclosed in accordance with law, Board policy, and administrative regulation.

To the extent allowed by applicable laws including but not limited to FERPA, San Gabriel 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 San Gabriel's students, staff or other individuals. When Surveillance Data is requested by law enforcement in connection with an open investigation and without a warrant, San Gabriel may provide access to the requested Surveillance Data to

~~the extent permitted by law. San Gabriel shall not grant access to Surveillance Data that San Gabriel 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.~~

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.

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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.

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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.

Health and Wellness

Dangers of Synthetic Drugs

Assembly Bill 889 requires that California public school districts, county offices of education, and charter schools annually inform parents/guardians of the dangers associated with using synthetic drugs. Dangers to the health and welfare of students can occur when an individual uses synthetic drugs that are not prescribed by a physician, such as Fentanyl.

- Fentanyl, an opioid pain reliever that is 50 times as strong as heroin, is now being manufactured illegally by criminal organizations.
- This "illicit" fentanyl is mixed into street drugs like cocaine and heroin to make them more potent. It is also being pressed into counterfeit (fake) pills that look like prescription medications such as Percocet, Xanax, and Adderall.
- Youth and adults who purchase these drugs through social media or illegitimate online pharmacies may experience an opioid overdose, which can stop their breathing and lead to death.
- Fentanyl is synthetic, that is, it is formed from lab-made chemicals and not from naturally occurring ingredients. This makes the drug cheaper to manufacture and more profitable to sell illegally.
- Another synthetic drug, xylazine, is increasingly being added alongside illicit fentanyl. Xylazine is a strong veterinary tranquilizer. The combined effect of these two drugs on breathing and the heart can be extremely dangerous and further increases the risk of death.

OFY-San Gabriel holds the health and safety of students as its highest priority. The school has implemented the Naloxone Program which is updated annually. We have proactively offered training to our administrators and staff to recognize an opioid overdose and respond using the opioid antagonist, naloxone. When given right away, naloxone can stop opioids from acting on the brain and restore breathing.

Our resource centers are equipped with a naloxone rescue kit that can be used in the unlikely event of an opioid overdose on campus. This kit will be kept on campus, mounted in close proximity to the Automated External Defibrillator (AED) and epinephrine autoinjectors, which serve similar purposes in treating rare medical emergencies.

Signs of an Opioid Overdose

CALL 911 if you see someone who is:

Unable to wake up or respond to you
Breathing slowly or not at all
Making gurgling, choking, or snoring sounds

Please explore the Student Health tab on our website for more information about Fentanyl and counterfeit pills. We encourage you to discuss this topic with your family in an age-appropriate way. If you believe your child is struggling with substance use, please reach out to the school counselor or administration.

For more information, please contact your school front desk.

Human Trafficking Prevention and Response Plan

The intention of this notice is to provide information and resources regarding human trafficking prevention to the school community in alignment with California Education Code Section 49381.

What is Human Trafficking

Human trafficking involves the use of force, fraud, or coercion to obtain some type of labor or commercial sex act. Every year, millions of men, women and children are trafficked worldwide - including right here in the United States. It can happen in any community and victims can be of any age, race, gender, or nationality. Traffickers might use violence, manipulation, or false promises of well-paying jobs or romantic relationships to lure victims into trafficking situations. Language barriers, fear of their traffickers, and/or fear of law enforcement frequently keep victims from seeking help, making human trafficking a hidden crime.

Traffickers use force, fraud, or coercion to lure their victims and force them into labor or commercial sexual exploitation. They look for people who are susceptible for a variety of reasons, including psychological or emotional vulnerability, economic hardship, lack of a social safety net, natural disasters, or political instability. The trauma caused by the traffickers can be so great that many may not identify themselves as victims or ask for help, even in highly public settings.

Many myths and misconceptions exist. Recognizing key indicators of human trafficking is the first step in identifying victims and can help save a life. Not all indicators listed are present in every human trafficking situation, and the presence or absence of any of the indicators is not necessarily proof of human trafficking.

The safety of the public, as well as the victim, is paramount. Do not attempt to confront a suspected trafficker directly or alert a victim to any suspicions. It is up to law enforcement to investigate suspected cases of human trafficking.
If you or someone you know is being forced to engage in any activity and cannot leave, whether it is commercial sex, housework, farm work, construction, factory, retail, or restaurant work, or any other activity you can access support services by contacting the National Human Trafficking Hotline at 1-888-373-7888 or the California Coalition to Abolish Slavery and Trafficking (CAST) at 1-888-KEY2FRE(EDOM) or 1-888-539-2373.

Human Trafficking Prevention Resources

The school provides annual training to all school staff on understanding sexual abuse and human trafficking prevention and ensures that a "Stop Human Trafficking" poster is posted in each school restroom on campus. The school has included this notice in the annual student handbook and has posted additional resources on the school website.

- Human Trafficking Prevention Agencies
- Child Exploitation and Obscenity Section - ***Justice.gov/criminal-ceos***
- Human Smuggling and Trafficking Center - ***ICE.gov/human-smugglingtrafficking-center***
- Office of Child Labor, Forced Labor, and Human Trafficking - ***Youth.gov/federal-links/office-child-labor-forced-laborand-humantrafficking***
- Office of Legal Policy - ***Justice.gov/olp***
- Office of Victims of Crime - ***OVC.gov***
- Office to Monitor and Combat Trafficking in Persons - ***State.gov/bureausoffices/under-secretary-for-civiliansecurity-democracy-and-humanrights/office-tomonitor-and-combat-trafficking-in-persons***

Human Trafficking Prevention Hotlines

- Call the National Human Trafficking Hotline toll-free hotline at ***1-888-373-7888***: Anti-Trafficking Hotline Advocates are available 24/7 to take reports of potential human trafficking.
- Text the National Human Trafficking Hotline at ***233733***. Message and data rates may apply.
- Chat with the National Human Trafficking Hotline via ***HumanTraffickingHotline.org/chat***
- Submit a tip online through the anonymous online reporting form below. However, please note that if the situation is urgent or occurred within the last 24 hours we would encourage you to call, text or chat ICE Human Trafficking Help and Reporting - Youth. ***gov/federal-links/ice-human-trafficking-helpandreporting***
- Call ***1-866-347-2423***, toll-free (24/7), to report suspected human trafficking crimes or to get help from law enforcement.

Immunization Policy

To protect the well-being of all students, families, and staff and to limit the spread of communicable diseases, OFY-San Gabriel follows federal and state laws and cooperates with local public health agencies to assure proper immunization of all enrolled students against preventable disease. Each student enrolling in OFY-San Gabriel for the first time shall have an immunization record from any authorized private or public health care provider, confirming that the student has received all immunizations as required by law.

Personal Belief Exemptions:

Effective January 1, 2016, parents and guardians of students in any California school are no longer allowed to submit a new personal beliefs exemption (PBE) to currently required vaccines.

Medical Exemptions:

Students may be exempt from immunization requirements if they have a valid medical exemption. Medical exemptions can be permanent or temporary based on a licensed physician's findings (M.D. or D.O.). All medical exemptions must be issued electronically through the California Immunization Registry – Medical Exemption (CAIR-ME) utilizing a standard form.

All medical exemptions issued before January 1, 2020 continue to be valid except as explained below:

- Parents of students with existing medical exemptions will need to submit a new exemption when the student begins a new "grade span." Here, that means when a student enrolls into 7th grade. Students who were at least in 7th grade before January 1, 2020 with a properly submitted permanent medical exemption to OFY-San Gabriel (provided before January 1, 2020) can finish secondary school without submitting a new medical exemption.
- The only existing medical exemptions that may be revoked are those that were written by a physician subject to disciplinary action by the Medical Board of California or the Osteopathic Medical Board of California.

All medical exemptions must be reviewed and receive confirmation of validity prior to enrollment by the school designee. Please contact your school nurse with any questions.

Independent Study:

Students will not be required to complete immunizations for entry if they attend an independent study program

with no classroom-based instruction. However, an immunization record is still required for these students because schools must maintain and report records of immunizations for all students. Virtual/Online students without complete immunizations will not be allowed to attend any schoolsanctioned events that require presence in school or in a public place with other students such as field trips or sports.

Serving Students with Exceptional Needs:
Students who have an individualized education program (IEP) should continue to receive all necessary services identified in their IEP regardless of their vaccination status.

Enrolling Homeless and Foster Youth:
OFY-San Gabriel will enroll new students who are McKinney-Vento students (homeless) or foster children even if their immunization records are missing or

unavailable at the time of enrollment. The school will provide the student's guardians with information on vaccinations needed and work with the student's family and/or foster family to ensure the student receives necessary vaccinations.

Conditional Enrollment:

Any student seeking admission may be admitted conditionally if either of the following applies:

1. The student has commenced receiving doses of all immunizations required for the student's age or grade and is not currently due for any doses at the time of admission. Remaining dose(s) are due based on interval timing. For more information about conditional enrollment requirements please see: laws conditional admission (ca.gov) at https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Immunization/School/ laws-conditional.aspx
2. A valid statement of Temporary Medical Exemption is submitted with immunization records for required shots not exempted. The student must complete all the required immunizations or obtain a new valid medical exemption when the temporary exemption terminates. Remaining dose(s) are due based on interval timing.

OFY-San Gabriel shall review the records for conditional entrants at least every thirty (30) days until all required immunizations are received and their records updated. The Charter School will inform the parent or guardian of the remaining required doses until all required immunizations are received or an exemption is filed. The student must be excluded from attending if immunization records are not completed by the deadlines. Parents / guardians will be provided with written notice prior to disenrollment in accordance with the school's charter and applicable law. Additional information regarding Immunization Requirements can be found at:

- Immunization Requirements - Health Services & School Nursing (CA Dept of Education) at https://www.cde.ca.gov/ls/he/hn/immunization.asp

Mandated Child Abuse Reporters Policy and Procedures

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 employees, administrators, and athletic coaches. All persons hired into positions included on the list of mandated reporters are required, upon 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(b).

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. No supervisor or school administrator can impede or inhibit a report or subject the reporting person to any sanction.

Medication Policy

The Governing Board (the "Board") of OFY-San Gabriel has adopted the following policy regarding the administration of medication during school hours.

Purpose of Policy

To ensure the safe, accurate administration of medication to students during school hours or during school sponsored activities in compliance with applicable provisions of the California Education Code, other relevant laws, and safe practices. [See, e.g., California Education Code §§ 49414, 49414.3, 49423, 49423.1 and 49480]

Policy

No student shall be allowed to take medication during school hours unless the Charter School has received a complete and signed authorization to administer medication form ("Medication Form"), please see school site center coordinator for necessary medication forms, from the student's parent/legal guardian and an authorized health care provider (defined herein below) who is responsible for the medical treatment of the student. All medications, including nutritional supplements, herbal remedies, prescription, and over the counter medication taken by students during school hours are subject to this policy and shall require a complete and signed Medication Form. Using one of the sample Medication Forms attached hereto is recommended but not required. Forms specific to asthma, seizures, diabetes, and allergies may be utilized in place of the Medication Form for students requiring medications for these conditions. Please contact the Principal for more information about the alternative forms.

Except in emergency situations as set forth herein, only a School Nurse may administer medication to a student. Other school personnel may not administer medication but may assist the student with self-administering medication. Students may carry and self-administer medication only if the Charter School has received an appropriate Medication Form, and the self-administration must be observed by the School Nurse or other school personnel.

Whenever possible, medication should be administered at home and outside of school hours. This may require slight adjustments of the medication schedule which should be discussed with the authorized health care provider (defined herein below) and/or pharmacist. Emergency

medications and other medications that are required on an "as needed" basis such as "rapid" or "fast-acting" inhalers, emergency seizure medication, emergency hypoglycemia medication, and epinephrine auto-injectors are recommended to be provided to the Charter School in accordance with this policy and available at all times. If a Medication Form is not received for these medications and the medication is needed at school, the emergency medical services system may be activated unless the parent or legal guardian is available to administer the medication or to transport the student for treatment.

Whenever required or practicable, the Charter School will ensure:

- The necessary medical documentation is received and reviewed by a School Nurse,
- Faculty has been properly trained, and
- All necessary supplies including emergency medications are obtained prior to a student's first day of attendance.

Emergency Medication for Anaphylaxis

In accordance with Education Code Section 49414, the Charter School shall provide emergency epinephrine auto-injectors to a School Nurse or trained personnel who have volunteered, and a School Nurse or trained personnel may use epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an anaphylactic reaction. A School Nurse, or trained personnel who have volunteered if a School Nurse is not onsite or available, may administer an epinephrine auto-injector to a person exhibiting potentially life-threatening symptoms of anaphylaxis at school or a school activity when a physician is not immediately available. If the epinephrine auto-injector is used, it shall be restocked as soon as reasonably possible, but no later than two (2) weeks after it is used. Epinephrine auto-injectors shall be restocked before their expiration date.

Emergency Medication for Opioid Overdose

In accordance with Education Code Section 49414.3, the Charter School may elect to make 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. In determining whether to make this medication available, the Charter School shall evaluate the emergency medical response time to the school and determine whether initiating emergency medical services is an acceptable alternative to providing an opioid antagonist and training personnel to administer the medication.

A School Nurse, or trained personnel who have volunteered if a School Nurse is not onsite or available, may administer naloxone hydrochloride or another opioid antagonist to a person exhibiting potentially lifethreatening symptoms of an opioid overdose at school or a school activity when a physician is not immediately available. If the naloxone hydrochloride or another opioid antagonist is used, it shall be restocked as soon as reasonably possible, but not later than two (2) weeks after it is used. Naloxone hydrochloride or another opioid antagonist shall be restocked before its expiration date. Naloxone hydrochloride or another opioid antagonist may be administered by nasal spray or by auto-injector, whichever the School Nurse or trained personnel is most comfortable with.

Definitions

Unless otherwise indicated, the definitions under Education Code Sections 49414 and 49414.3 and under 5 CCR Section 601 apply to this policy.

"Opioid antagonist" means naloxone hydrochloride or another drug approved by the federal Food and Drug Administration that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body and that has been approved for the treatment of an opioid overdose.

"Trained personnel" means any individual employed by or contracted with the Charter School, including a nonmedical employee, who has volunteered or consented to administer medication, has been trained by qualified medical personnel, and who may legally administer the medication to the student or otherwise assist the student in the administration of the medication. It is recommended that these employees be CPR, AED and first aid certified.

"Authorized health care provider" means an individual who is licensed by the State of California to prescribe medication, which may include: • California licensed physicians and surgeons,

- California licensed dentists,
- California licensed nurse practitioner (must include the furnishing number and the name, address, and telephone number of the supervising physician), and/or
- California licensed physician assistants.

"School Nurse" means an individual employed by the Charter School, or under contract with the Charter School, who is a currently licensed registered nurse and is credentialed pursuant to Education Code Section 44877.

Authorization to Administer Medication Form

The Medication Form must:

- Include the student's name and date of birth,
- Include the name of the medication to be administered and the reason for administration,
- State that the parent/legal guardian consents to and authorizes the Charter School to assist the student with the administration of medication during school hours as instructed by the authorized health care provider on the Medication Form,
- Be signed by a parent/legal guardian or adult student,

- Be signed by the authorized health care provider and include a written statement from such authorized health care provider detailing:
- The method, dosage/amount, and frequency/ schedule by which such medication is to be taken at school,
- Any possible side effects of such medication, and
- For medication prescribed on an as needed basis (PRN), the specific symptoms that necessitate administration of medication, the allowable frequency for administration, and indications for referral for medical evaluation,

- Include the name, address, telephone number and signature of the authorized health care provider,
- State that the parent/legal guardian consents to and authorizes other designated school personnel to contact the pharmacist, authorized health care provider, and/or student's physician should questions arise with regard to the administration of medication at school,
- State that the parent/legal guardian agrees to provide the necessary medication, supplies and equipment,
- State that the parent/legal guardian agrees to immediately notify the Charter School if there is a change in the student's medication, health status, or authorized health care provider who prescribed the medication, and
- State that the parent/legal guardian agrees to immediately notify the Charter School and provide new consent for any changes in the authorized health care provider's authorizations regarding the medication.

For a student to carry and self-administer medication, the Medication Form must also include the following:

- Written confirmation from the authorized health care provider that, in their opinion, the student is able to competently self-carry and safely self-administer the medication according to the authorized health care provider's instructions on the Medication Form,
- Parent/legal guardian consent for the student to self-carry and self-administer medication while at school, and
- Parent/legal guardian release of the Charter School and school personnel from civil liability if the selfadministering student suffers an adverse reaction by self-administering medication while at school.

The Medication Form must be renewed/updated at least annually or whenever there have been changes in the medication, dosage, frequency of administration, reason for administration, or authorized health care provider. Parents/legal guardians may rescind the consent granted by the Medication Form at any time by submitting a statement as such in writing to the Charter School.

Please see school site center coordinator for necessary medication forms.

Responsibility of the Charter School and School Administration

1. To establish and carry out procedures and processes in accordance with this policy to ensure the safe and accurate administration of medication to students during school hours or school sponsored activities, including the delivery, administration, documentation and return or disposal of medication.
2. To address emergency preparedness and planning for school sponsored events in the procedures and processes.
3. To inform parents/legal guardians, students and school staff of the policy and procedures for the administration of medication at the Charter School.
4. To inform parents/legal guardians of their responsibilities as specified in Education Code Section 49480.
5. To provide for the training of school personnel by qualified medical personnel in the appropriate assistance with or administration of medication and management of specific medical conditions.
6. To provide for the appropriate maintenance of student medication records.
7. To provide for the safe and secure storage of student medication at the Charter School as specified by the manufacturer.
8. To develop procedures and processes in accordance with this policy, Education Code Section 49414 and other applicable laws and regulations in the proper obtainment, use, maintenance of records of use, and training of personnel in the use of epinephrine autoinjectors by the Charter School.
9. If the Charter School elects to stock emergency opioid antagonists to be administered in emergency situations: a. Initial training and annual refresher training will be provided to volunteers at no cost to the volunteers and during the volunteers' working hours. Written training materials prepared by the Superintendent of Public Instruction shall be retained at the school for reference.
   b. An annual notice will be distributed to all staff containing the following information:
      i. A description of the volunteer request stating that the request is for volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist to a person if the person is suffering, or reasonably believed to be suffering from an opioid overdose. ii. A description of the training that the volunteer will receive.
      iii. The right of an employee to rescind their offer to volunteer. iv. A statement that no benefit will be granted to or withheld from any individual based on his or her offer to volunteer and that there will be no retaliation against any individual for rescinding their offer to volunteer, including after receiving training.
   c. The Charter School will maintain records regarding acquisition and disposition of opioid antagonists for three (3) years.

d. A School Nurse or other qualified school personnel will obtain a prescription for opioid antagonists from an authorizing physician and surgeon for the Charter School, stock opioid antagonists, and restock them if used or expired.
e. Information regarding defense and indemnification provided by the Charter School for any and all civil liability for volunteers administering naloxone hydrochloride or another opioid antagonist for emergency aid shall be provided to each volunteer and retained in their personnel file.
f. The Charter School may accept gifts, grants, or donations from any source for the support of the Charter School in carrying out the requirements of Education Code Section 49414.3, including, but not limited to, the acceptance of naloxone hydrochloride or another opioid antagonist from a manufacturer or wholesaler.

Responsibility of Parents, Legal Guardians and Adult Students

1. The parent/legal guardian or adult student is required to inform a School Nurse or other designated certificated school personnel of any medication being taken for a non-episodic condition as well as the current dosage and the name of the supervising physician.
2. The parent/legal guardian or adult student is required to timely provide the Charter School with their updated contact information including phone numbers, residential addresses, mailing addresses, and email addresses when changes occur.
3. If medication is to be brought on campus or administered at school or a school sponsored activity, the parent/guardian or adult student must provide a complete and signed written statement that includes all the elements described in the "Authorization to Administer Medication Form" section of this policy. They must also provide directly to the Charter School the medication and all necessary supplies in properly labeled containers.
4. In addition to the requirements above, if a parent/legal guardian wishes to designate a relative or close friend of the family who is not an employee of the Charter School ("Parent Designee") to administer medication to his/her minor student at school or a school sponsored activity as permitted under Business and Professions Code (Nursing Practice Act) Section 2727(a), then the parent/legal guardian's signed written statement shall clearly identify the Parent Designee's name and relation to the student, and shall state the Parent Designee's willingness to accept the designation, that the Parent Designee is permitted to be on the school site for this purpose, and any limitations on the Parent Designee's authority.

Mental Health

Mental health services are available at the school center. Students or parents/guardians may access mental health services, including but not limited to crisis intervention and counseling, by contacting the Assistant Principal or accessing the following websites.

Los Angeles County https://dmh.lacounty.gov/get-help-now/ This information is provided to students and parents or guardians twice each school year via this Student Handbook and the lions.ofy.org website.

Student Meal Program

OFY-San Gabriel is committed to serving healthy meals to all students and helping meet the nutrition needs of students within its school community. This program is offered to ALL students free of charge, regardless of household income. The school meal programs aims to improve the diet and health of students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating special dietary needs. The Charter School participates in the Universal Meal Program(AB130), USDA child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). All breakfast, lunch, and after-school meals served to students as part of the meal program shall meet or exceed current federal nutritional standards set forth in applicable local and federal statutes and regulations.

The Charter School does not sell food or beverages on campus during the school day, nor does it promote or market foods or beverages on campus during the school day, that do not meet federal nutrition standards, except when permitted by law.

Wellness Policy

OFY-San Gabriel has established a School Wellness Policy in collaboration with the Charter School's Wellness Committee, School Site Council and stakeholders within the Charter School Community. This policy describes the meal program and wellness support available on-site, outlines the Charter School's Wellness Goals and the metrics used for evaluation of the Wellness Program. The final policy, program evaluation data and periodic updates are available on the School website.

Suicide Prevention

Purpose

The purpose of this policy is to protect the health and well-being of all OFY-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 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 wellbeing 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 other suicide risk factors do not engage in suicidal behavior.

High-Risk Student Populations

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 selfharm 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 problemsolving 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 highrisk 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 oncampus 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.

Health Course Compliance of the California Healthy Youth Act - Comprehensive Sexual Health and HIV Prevention Education)

The California Healthy Youth Act requires all charter schools to ensure that students in grades 7 to 12 receive comprehensive sexual health and HIV prevention education ("Health Education"). Parents will have an opportunity to excuse their children from Health Education before it begins ("opt out").

Required Health Education for Grades 7-12:

OFY-San Gabriel shall provide Health Education at least once in Middle School Grades (7-8) and High School Grades (9-12). This instruction will address topics including:

- Nature and transmission of HIV and other sexually transmitted infections, including a discussion on how to reduce risks of transmission;
- Pregnancy, including the importance of prenatal care and California's newborn safe surrender law and information about federal FDA-approved contraceptive methods in preventing pregnancy; and
- Sexual harassment, sexual assault, adolescent relationship abuse, intimate partner violence, and human trafficking;.

In order to comply with the California Healthy Youth Act, OFY-San Gabriel shall ensure this instruction:

- Is age-appropriate, medically accurate, and objective;
- Is appropriate for pupils of all races, genders, sexual orientations, faiths, ethnic and cultural backgrounds;

- Is appropriate for and equally available to English language learners;
- Is appropriate for and accessible to pupils with disabilities;
- Encourages students to communicate with their parents/guardians and other trusted adults about Health Education, and provide skills for doing so;
- Is free of religious doctrine;
- Provides knowledge and skills for making and implementing healthy decisions; and
- Is provided by instructors who are appropriately trained and knowledgeable of the most recent medically accurate research on Health Education topics.

Parent Rights, Notification, and Opt-Out:

- Written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education are available for inspection by parents/guardians. Please contact your student's teacher, Assistant Principal or Principal to examine instructional materials.
- Comprehensive sexual health education or HIV prevention education will be taught by OFY-San Gabriel personnel and/or by outside consultants. OFY-San Gabriel may provide comprehensive Health Education, to be taught by outside consultants, and may hold an assembly to deliver Health Education by guest speakers, but if it elects to provide Health Education in either of these manners, then parents/guardians will be notified by mail or another commonly used method of notification, no fewer than 14 days before the instruction is to be delivered, and such notice will include the date of the instruction, the name of the organization or affiliation of each guest speaker, and information stating the right of parents or guardians to request a copy of the California Healthy Youth Act. The use of outside consultants or guest speakers is within the discretion of OFY-San Gabriel.
- Parents and guardians have the right to request a copy of the California Healthy Youth Act. Please contact your child's teacher, Assistant Principal or Principal to receive a copy.
- Request to Opt-Out from Health Education: A parent or guardian of a student has the right to excuse their child from all or part of Health Education, and assessments related to that education. To exercise this right, a parent or guardian must state their opt-out request in writing to the student's teacher.
- Request to Opt-Out from Research: OFY-San Gabriel may administer anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the students' attitudes concerning or practices relating to sex. Parents/guardians shall be given prior notice of these assessments, the opportunity to review the assessment instrument, and their right to withdraw their child from the assessment. To exercise this right, a parent or guardian must state their opt-out request in writing to the student's teacher.
- If the school has received a written request from a student's parent or guardian excusing the student from participation in Health Education or the research assessments described above, then the student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks.
- A student may not be subject to disciplinary action, academic penalty, or other sanction if the parent or guardian declines to permit the student to receive Health Education or to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on student health behaviors and risks.
- While comprehensive sexual health education, HIV prevention education, or anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks is being administered, an alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Transportation Safety Plan

~~***Transportation Policy***~~

~~This policy outlines the transportation services offered by the School and explains the School's compliance with applicable laws and rules pertaining to school transportation.~~

~~The school provides transportation to students when required by law (e.g., when the Charter School is the school of origin for a homeless youth), and may offer transportation for certain activities, which may include, but are not limited to:~~

- ~~Athletic Events including team practices, games and tournaments~~
- ~~ASB related events~~
- ~~Educational Field Trips which include local, out-of-state and international destinations~~
- ~~Graduation~~
- ~~Homecoming, Prom and other school dances~~
- ~~Senior Socials~~
- ~~CTE courses~~

~~The methods in which students are transported by the school may include, but are not limited to:~~

- ~~Bus~~ ~~• Rideshare service~~
- ~~Shuttle~~ ~~• Walking, and~~
- ~~Passenger van~~ ~~• Airplane~~

~~The school does not provide student transportation in staff personal vehicles.~~

Students who obtain transportation to school field trips or events in a personal vehicle do so at their own risk, and must be pre-arranged with the school if determined appropriate by the Principal.

Students, guests and parents participating in school field trips or excursions waive all claims against the school for injury, accident, illness, or death occurring during or by reason of the field trip or excursion, pursuant to California Education Code section 35330(d), which includes injuries sustained during transportation. Students, guests and parents may be required to sign a release waiving any claims prior to using school sponsored transportation.

Transportation Safety Plan

The school offers students transportation to and from school related functions through contracted services with external transportation companies. This transportation safety plan identifies applicable requirements under Education Code Section 39831.3, for a school that provides transportation in a "school pupil activity bus," as defined under Education Code Section 39830.1. A current copy of this Transportation plan shall be made available upon request to an officer of the Department of the California Highway Patrol.

During school sponsored transport, students are bound by all rules and standards of conduct established by the school (including those set forth in this Transportation Safety Plan), by the driver and/or transportation company, and by school provided chaperones. Students transported by bus shall be under the authority of, and responsible directly to, the driver, and the driver shall be responsible for the orderly conduct of the students during transport. Continued disorderly conduct or persistent refusal to submit to the authority of the driver or school provided chaperones, shall be sufficient reason for a student to be denied transportation. However, a bus driver shall not require any student to leave the bus en-route between home and school or other destinations

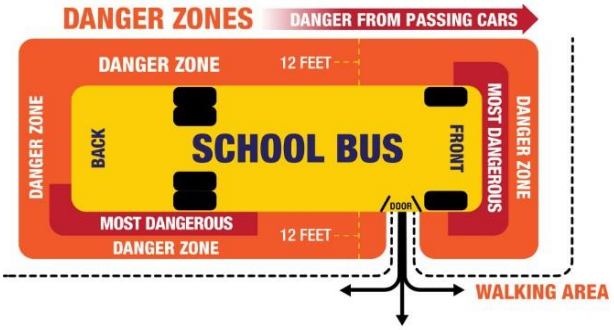
Students will receive at least one warning prior to suspension of transportation privileges, except in an emergency or as needed for health and safety. Students whose transportation privileges are suspended shall be provided with written notice setting forth the reasons for the suspension and the duration of the suspension. Students who engage in misconduct during transportation may also be subject to discipline consistent with school policies.

At all times while students are being transported in a bus, at least one (1) school provided chaperone shall be present in the bus. Chaperones will be adults with the appropriate medical and/or background clearances, and will be selected in accordance with school policies and procedures. The school provided chaperones shall check the inside of the bus, visually inspecting on and around each seat, for any students asleep or hiding after unloading. When all the school provided chaperones disembark from the bus for any reason, the chaperones shall be satisfied that there are no students on board before leaving the bus.

General Loading/Unloading Procedures

The School Bus Danger Zone

Students should be aware of the School Bus Danger Zones when boarding and exiting school sponsored bus transportation. The danger zones extend 12 feet from the front, sides and rear of the bus. Passengers must wait no less than 12 feet from the curb and may only cross roadways no less than 12 feet in front of the bus.



Procedures for Boarding School Sponsored Transportation (Ground Travel)

- Students should only enter designated vehicles when instructed by school chaperones.
- Students will wait at least twelve (12) feet back from the edge of the curb or roadway.
- Students will wait in a line forming away from the edge of the curb or roadway.
- Students will wait for the vehicles to come to a complete stop and will not approach the vehicle until the front door is opened.
- Students will enter the vehicle one at a time in an orderly manner in compliance with provided instructions.
- Chaperones will be responsible for the loading of any supplies and or equipment into designated storage areas of the vehicle as identified by the driver.
- Chaperones will perform a roll call and headcount prior to departure to verify the number and identity of each passenger.
- Passenger Restraint Systems will be used by all passengers when the vehicle is equipped.

Procedures for Exiting School Sponsored Transportation (Ground Travel)

- Students will remain seated until the vehicle comes to a complete stop and the door is opened. Students shall not stand while the vehicle is in motion.
- Students will exit the vehicle one at a time beginning with the front of the vehicle in an orderly manner in compliance with provided instructions.
- Students will wait for chaperone instructions in a designated area at least 12 feet away from the curb or roadway.

- Chaperones will be responsible for unloading of any supplies and or equipment from storage areas of the vehicle.
- Chaperones will perform a walk through and visual inspection of the inside of the vehicle to ensure there are passengers left in the vehicle.
- Chaperones will perform a roll call and headcount upon exit to ensure all passengers have safely exited the vehicle.
- Personal items of any sort should not be left in school sponsored transportation.

School Responsibilities

- The School will determine the appropriate method of transportation and vehicle type required for each trip depending on the activity and group size.
- The School will determine the appropriate number of chaperones required for each trip depending on the activity and group size.
- The school will identify if any passengers will require special needs equipment or escort during school sponsored transportation.
- There will be no fewer than 1 chaperone on board each bus that is transporting students at all times.

Chaperone Responsibilities

- Chaperones will ensure that this Safety Plan is available in print and kept on hand during the duration of any trip.
- Chaperones will ensure that a printed copy of the signin sheet or roster as well as a copy of the current student emergency cards are kept on hand during the duration of any trip. Rosters should include cell phone numbers of passengers whenever possible.
- Chaperones will perform roll call upon boarding school sponsored transportation
- Chaperones will perform a head count of all passengers at any stop where passengers exit the vehicle. If the head count is off at any point, roll must be called to identify any missing passengers.
- Chaperones should exchange contact information with the driver prior to departure of any school sponsored transportation.
- Chaperones should confirm the scheduled route and return pick-up times with the driver prior to the departure of each trip.

**Vehicles and drivers may change between stops.*

Passenger Rules While on School Sponsored Transportation

All students are required to:

- Comply with all student disciplines policies.
- Arrive at the designated pick-up location on time.
- Refrain from transporting hazardous or destructive objects of any kinds such as, glass objects or containers, sharp or pointed objects, skate boards, razor scooters or bikes. Sports equipment should be properly secured in designated storage areas
- Respect the rights and property of others on the bus and at the bus stop.
- Avoid all fighting and rough play while on the vehicle, or while boarding or exiting the vehicle .
- Always enter and leave the vehicle through the entrance door except in emergencies.
- Keep all parts of the body inside the vehicle.
- Keep windows closed unless otherwise instructed by the driver.
- Not use profane language, obscene gestures, create excessive, or unnecessary noise.
- Not damage or deface any part of the bus, tamper with the radio, bus controls, emergency exits or other equipment, shoot at or throw away objects inside or outside of the bus, or in any way endanger the safety of others.
- Keep the vehicle free from litter.
- Be courteous and respectful to the driver, other students, and passersby.
- Obey the request of the chaperone and driver, give proper identification when requested.
- Always cross in front of the vehicle when it is necessary to cross the street.

Procedure When Stopped in Area Without Traffic Area or Traffic Control Signal

When the bus is stopped on a highway or private road for the purpose of loading or unloading students, at a location where traffic is not controlled by a traffic officer or official traffic control signal, the bus driver shall do all of the following:

1. Escort all students in grades 7-8, inclusive, who need to cross the highway or private road upon which the bus is stopped. The driver shall use an approved hand-held "STOP" sign while escorting all students.
2. Require all students who need to cross the highway or private road upon which the bus is stopped to walk in front of the bus as they cross.
3. Ensure that all students who need to cross the highway or private road upon which the bus is stopped have crossed safely, and that all other students and pedestrians are a safe distance from the bus before setting the bus in motion.

Mechanical Breakdown

When school sponsored transportation is disabled due to a mechanical failure and students are aboard that require transportation, the relief vehicle should drive to the front of and pull in line with and as close to the disabled vehicle as possible. The drivers of both vehicles should activate the hazard lights prior to the unloading and loading of passengers. Chaperones should immediately notify their Principal of any mechanical breakdown as soon as possible.

~~***Procedure for Vehicle Incidents/Collisions***~~

- ~~In the event of a bus incident/collision, the driver and/or chaperone shall immediately secure the bus and notify the appropriate authorities (911) of the incident. CHP/local police department and transportation company dispatch to be contacted.~~
- ~~The chaperones will immediately notify the School Principal of the event. The Principal will notify the CMO by contacting the Director of Schools.~~
- ~~Dispatch will contact CHP and request emergency medical services if any pupils are injured. The School will notify parents or guardians of any injured student.~~
- ~~Students should be released by the local authorities officer investigating the scene.~~
- ~~(After securing everyone's safety, the chaperone shall report the incident using the digital incident report form within 24 hours of said incident.)~~

~~Bus Evacuation & Safety Instruction~~

~~All students who are provided school sponsored transport shall receive instruction in emergency procedures and passenger safety. The school shall provide this instruction at the start of each school year and at necessary times throughout the year. This instruction includes passenger conduct, bus evacuation, crossing roadways, proper loading and unloading and red light escorts. As part of the instruction students will exit the bus through the emergency exit door. Prior to departure on field trips, the driver shall give safety instructions which include the location of emergency exits and the location and use of emergency equipment.~~

~~Safety Tips~~

- ~~Stand in lines or a group facing traffic so you can see the vehicle approaching. Stand back 12 feet from where the vehicle will stop. Do not approach the vehicle until the driver opens the door.~~
- ~~When loading at a school, follow the directions of the driver and/or chaperone. Stand back the required 12 feet until the driver opens the bus door. Remember, there may be several buses to watch out for, not just your own.~~
- ~~Never leave personal belongings in school sponsored transportation.~~
- ~~Never run to a school sponsored vehicle, always walk.~~
- ~~Service animals cannot be transported without proper documentation and prior written notice. School policies and procedures need to be followed prior to transport accompanied by a service animal.~~
- ~~When waiting for the vehicle in a car, be sure your car is not parked in the bus loading/unloading zone. Make sure that you are out of the car, waiting at the stop, prior to the bus arriving.~~

Transportation Policy

This policy outlines the transportation services offered by the School and explains the School's compliance with applicable laws and rules pertaining to school transportation.

The school provides transportation to students when required by law (e.g., when The school is the school of origin for a homeless youth), and may offer transportation for certain activities, which may include, but are not limited to:

- Athletic Events including team practices, games and tournaments
- ASB related events
- Educational Field Trips which include local, out-of-state and international destinations
- Graduation
- Homecoming, Prom and other school dances
- Senior Socials
- CTE courses

The methods in which students are transported by the school may include, but are not limited to:

- Bus
- Shuttle
- Passenger van
- Rideshare service
- Walking, and
- Airplane

Service animals cannot be transported without proper documentation and prior written notice. School policies and procedures shall be followed prior to transportation accompanied by a service animal.

The school does not provide student transportation in staff personal vehicles. In emergency situations, staff MAY transport a student to seek treatment with parental/guardian consent.

Students who obtain transportation to school field trips or events in a personal vehicle do so at their own risk, and must be pre-arranged with the school.

Students, guests and parents participating in school field trips or excursions waive all claims against the school for injury, accident, illness, or death occurring during or by reason of the field trip or excursion, pursuant to California Education Code section 35330(d), which includes injuries sustained during transportation. Students, guests and parents may be required to sign a release waiving any claims prior to using school sponsored transportation.

Transportation Safety Plan

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During school sponsored transportation, students are bound by all rules and standards of conduct established by the school (including those set forth in this Transportation Safety Plan), by the driver and/or transportation company, and by school provided chaperones. Students transported by bus shall be under the authority of, and responsible

directly to, the driver, and the driver shall be responsible for the orderly conduct of the students during transport. Continued disorderly conduct or persistent refusal to submit to the authority of the driver or school provided chaperones, shall be sufficient reason for a student to be denied transportation.

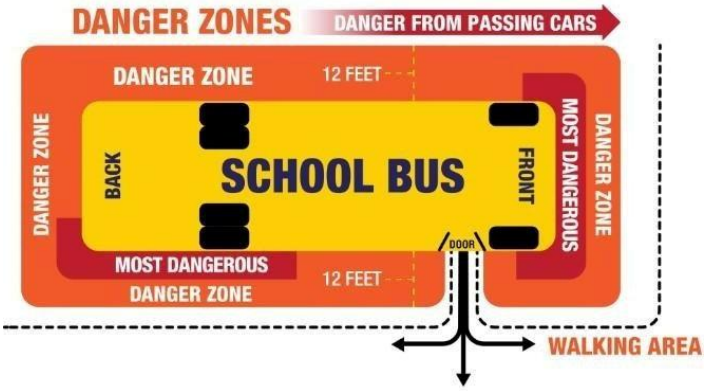
Students will receive at least one warning prior to suspension of transportation privileges, except in an emergency or as needed for health and safety. Students whose transportation privileges are suspended shall be provided with written notice setting forth the reasons for the suspension and the duration of the suspension. Students who engage in misconduct during transportation may also be subject to discipline consistent with school policies.

At all times while students are being transported in a bus, a school provided chaperone shall be present in the bus. Chaperones will be adults with the appropriate medical and/or background clearances, and will be selected in accordance with school policies and procedures. The school provided chaperones shall check the inside of the bus, visually inspecting on and around each seat, for any students asleep or hiding after unloading. When all the school provided chaperones disembark from the bus for any reason, the chaperones shall be satisfied that there are no students on board before leaving the bus.

General Loading/Unloading Procedures

The School Bus Danger Zone

Students should be aware of the School Bus Danger Zones when boarding and exiting school sponsored transportation. The danger zones extend 12 feet from the front, sides and rear of the bus. Passengers must wait no less than 12 feet from the curb and may only cross roadways no less than 12 feet in front of the bus.



Procedures for Boarding School Sponsored Transportation (Ground Travel)

- Students should only enter designated vehicles when instructed by school chaperones.
- Students will wait at least twelve (12) feet back from the edge of the curb or roadway.
- Students will wait for the vehicles to come to a complete stop and will not approach the vehicle until the front door is opened. Never run to a school sponsored vehicle, always walk.
- When waiting for the vehicle in a car, be sure your car is not parked in the bus loading/unloading zone. Make sure that you are out of the car, waiting at the stop, prior to the bus arriving.
- Students will enter the vehicle one at a time in an orderly manner in compliance with provided instructions.
- Chaperones will be responsible for the loading of any supplies and or equipment into designated storage areas of the vehicle as identified by the driver.
- Chaperones will perform a roll call and headcount prior to departure to verify the number and identity of each passenger.
- Passenger Restraint Systems will be used by all passengers when the vehicle is equipped.

Procedures for Exiting School Sponsored Transportation (Ground Travel)

- Students will remain seated until the vehicle comes to a complete stop and the door is opened. Students shall not stand while the vehicle is in motion.
- Students will exit the vehicle one at a time beginning with the front of the vehicle in an orderly manner in compliance with provided instructions.
- Students will wait for chaperone instructions in a designated area at least 12 feet away from the curb or roadway.
- Chaperones will be responsible for unloading any supplies and/or equipment from storage areas of the vehicle.
- Chaperones will perform a walk through and visual inspection of the inside of the vehicle to ensure there are no passengers left in the vehicle.
- Chaperones will perform a roll call and headcount upon exit to ensure all passengers have safely exited the vehicle.
- Personal items of any sort should not be left in school sponsored transportation.

School Responsibilities

- The School will determine the appropriate method of transportation and vehicle type required for each trip depending on the activity and group size.
- The School will determine the appropriate number of chaperones required for each trip depending on the activity and group size. There will be no less than 1 chaperone on board each bus that is transporting students at all times.
- The school will identify any passengers requiring special needs equipment or escort during school sponsored transportation.

Chaperone Responsibilities

- Chaperones will ensure that this Safety Plan is reviewed prior to chaperoning a trip.
- Chaperones will ensure that a printed copy of the sign-in sheet or roster as well as a copy of the current student emergency cards is kept on hand

during the duration of any trip. Rosters should include cell phone numbers of passengers whenever possible.
- Chaperones will perform roll-call upon boarding school sponsored transportation
- Chaperones will perform a head count of all passengers at any stop where passengers exit the vehicle. If the head count is off at any point, roll must be called to identify any missing passengers.
- Chaperones should exchange contact information with the driver prior to departure of any school sponsored transportation.
- Chaperones should confirm the scheduled route and return pick-up times with the driver prior to the departure of each trip.

Passenger Rules While on School Sponsored Transportation

All students are required to:
- Arrive at the designated pick-up location on time.
- Refrain from transporting hazardous or destructive objects of any kinds such as firearms, weapons, glass objects or containers, explosives, sharp or pointed objects, skate boards, razor scooters or bikes. Sports equipment should be properly secured in designated storage areas
- Respect the rights and property of others.
- Avoid all fighting and rough play while on the vehicle, or while boarding or exiting the vehicle.
- Always enter and leave the vehicle through the entrance door except in emergencies.
- Keep all parts of the body inside the vehicle.
- Keep windows closed unless otherwise instructed by the driver.
- Not use profane language, obscene gestures, create excessive, or unnecessary noise.
- Not damage or deface any part of the vehicle or tamper with the radio, vehicle controls, emergency exits or other equipment, shoot at or throw away objects inside or outside of the vehicle, or in any way endanger the safety of others.
- Keep the vehicle free from litter.
- Be courteous and respectful to the driver, other students, and passersby.
- Obey the directions of the chaperone and driver, and give proper identification when requested.
- Always cross in front of the vehicle when it is necessary to cross the street.
- Comply with all other applicable School policies, including disciplinary policies.

Mechanical Breakdown

When school sponsored transportation is disabled due to a mechanical failure and students are aboard that require transportation, the relief vehicle should pull as close to the disabled vehicle as necessary to ensure student safety. The drivers of both vehicles should activate the hazard lights prior to the unloading and loading of passengers. Chaperones should immediately notify their Principal of any mechanical breakdown as soon as possible.

Procedure for Vehicle Incidents/Collisions
- In the event of a bus incident/collision, the driver and/or chaperone shall immediately secure the vehicle and notify the appropriate law enforcement authorities (911, CHP, and/or local police) of the incident, as well as the transportation company. Emergency medical services will be requested if appropriate.
- The chaperones will immediately notify the Principal of the event. The Principal will notify the Director of Schools.
- The School will notify parents or guardians of any injured student.
- Students should not be released until it is appropriate under the circumstances, as determined by the Principal or designee.
- After securing everyone's safety, the chaperone will be required to report the incident using the digital incident report form within 24 hours of said incident.

Bus Evacuation & Safety Instruction

All students who are provided school sponsored transportation in a schoolbus shall receive instruction in emergency procedures and passenger safety. The school shall provide this instruction as necessary times throughout the year. This instruction includes passenger conduct, bus evacuation, crossing roadways, proper loading and unloading and red light escorts. Prior to departure on field trips, the driver shall give safety instructions which include the location of emergency exits and the location and use of emergency equipment.

Compensated Driver Requirements

Any driver employed by the School, contracted by the School, or contracted by an entity with funding from the School that provides school-related pupil transportation for compensation ("Compensated Drivers") must comply with the driver requirements in Education Code section 39875 *et seq.*, as amended from time to time. However, these requirements do not apply to drivers who are exempt under section 39875, including, but not limited to:
- A parent, guardian, relative, or court-appointed educational rights holder while transporting their own student.
- A student while transporting themself.
- A School employee when the employee provides transportation to student due to or because of the employee's supervision of students for a field trip, extracurricular activity, or athletic program, or when the employee provides transportation to students for other activities, not to exceed 40 hours of drive time per school year per employee, as long as:
  - The School makes a reasonable effort to secure a driver who meets the requirements of this policy; and
  - When the School is unable to secure a driver who meets the requirements of this policy, the School informs the parent, guardian, or court-appointed educational

rights holder of the student being transported that the driver transporting their student does not meet the requirements of this policy, unless that notice will jeopardize a student's privacy rights.

- A driver who transports a student who must be immediately transported to a facility in the case of a medical, psychiatric, or other emergency.

Compensated Drivers shall comply with the following:

1. Hold a valid California driver's license for the appropriate class of vehicle.
   - A driver who provides transportation services for pupils in a vehicle with a capacity of more than 10 persons, including the driver, shall hold a valid California commercial driver's license for the appropriate class of vehicle, endorsed for passenger transportation pursuant to Vehicle Code section 15278.
2. Be at least 18 years of age.
3. Pass a criminal background check, including fingerprint clearance, pursuant to Education Code sections 45125 and 45125.1.
4. Have a satisfactory driving record that includes **none** of the following:
   - Within three years, has committed any violation that results in a conviction assigned a violation point count of two or more.
   - Within three years, has had their driving privilege suspended, revoked, or on probation for any reason involving the unsafe operation of a motor vehicle.
   - Has been determined by the Department of Motor Vehicles to be a negligent or incompetent operator.
5. Not have demonstrated irrational behavior to the extent that there is reasonable cause to believe the drivers ability to perform the duties of a driver may be impaired.
6. Not have been convicted of an offense listed Vehicle Code section 13370(a)(1), (a)(5), or (b).
7. Provide their employer or the entity contracting with the School with a report showing the driver's current public record as recorded by the Department of Motor Vehicles and participate in the Department of Motor Vehicles pull-notice system.
8. Be subjected to and comply with drug and alcohol testing consistent with Vehicle Code section 34520.3 and subject to the cannabis discrimination limitations in Government Code section 12954.
9. Complete a medical examination by a licensed physician or other qualified medical professional listed in Education Code section 39877(a)(9)(A) not more than two years prior to the driver performing pupil transportation and provide a Medical Examiners Certificate, Form MCSA-5876, or the medical examiners certificate of clearance to their employer or the private entity contracting with the School. The medical examination is to be repeated every two years after the initial examination, and within the same month of reaching age 65 and each 12-month period thereafter.
10. Submit and clear a tuberculosis risk assessment consistent with Education Code section 49406.
11. Not drive for more than 10 hours within a work period, or after the end of the 16th hour after coming on duty following eight consecutive hours off duty.
12. Complete initial training and subsequent required training sufficient to gain proficiency in: (A) pre-trip vehicle inspections; (B) safe loading and unloading of passengers; (C) proper use of seatbelts and child safety restraints; (D) handling accidents, incidents, and emergency situations; (E) providing proper accommodations for pupils with disabilities; (F) defensive driving; (G) operations in inclement weather; and (H) operations at night or under impaired visibility conditions.
13. Maintain a daily log sheet and complete a daily pre-trip inspection of the vehicle being driven that day which shall include: (A) a check of the operability of all lights, initialed by the driver before the vehicle is first driven in service; (B) a check for fluid leaks, initialed by the driver before the vehicle is first driven in service; and (C) a check for the operability of the brakes, initialed by the driver before the vehicle is first driven in service.
14. Complete training at least equivalent to the American Red Cross first aid training program or hold a valid and current first aid certificate issued by the American Red Cross or by an organization whose first aid training program is at least equivalent to the American Red Cross' first aid training program, as determined by the Emergency Medical Services Authority.

Contracts with Private Entities

If the School contracts with a private entity to provide pupil transportation, the School shall obtain a written attestation from the private entity to all of the following:

- That it not have any applicable law violations at the time of applying for the contract.
- That it will maintain compliance with applicable laws for the duration of the contract.
- That only drivers who meet the requirements of Education Code section 39877(a)(1)-(14) work or will work under the contract with the School.
- That it have on file all the reports and documents required under Education Code section 39877(a)(1)-(14) for the duration of the contract, including any updated, revised, or modified reports/documents and have such documents available for inspection by the School.

A third party may report to the School that the private entity the School has contracted with has failed to provide

a truthful attestation or has failed to maintain compliance with the applicable laws required for the duration of the contract, but must provide documentation to substantiate their allegation before the School considers it.

Vehicle Standards

For vehicles with a maximum capacity of eight or fewer passengers, excluding the driver, only street-legal coupes, sedans, or light-duty vehicles, including vans, minivans, sport utility vehicles, and pickup trucks, shall be used for pupil transportation.

Any vehicle used to provide pupil transportation for compensation by the School must: (1) be inspected every 12 months, or every 50,000 miles, whichever comes first, at a facility licensed by the Bureau of Automotive Repair to ensure that the vehicle passes a 19-point vehicle inspection, as adopted by the Public Utilities Commission before allowing the vehicle to be driven (this requirement does not apply to vehicles owned by the school or contracted with the school already subject to a statutory inspection program); and (2) be equipped with a first aid kit and a fire extinguisher.

Student Medical Leave Policy

The purpose of this policy is to ensure that students experiencing serious medical issues are provided with the appropriate support to continue their education while managing their health needs. In the event that a student is unable to attend school due to an injury, illness or other medical reason, including but not limited to hospitalization, the procedures below shall be followed.

Definitions

1. **Medical Leave:** When a student is or will be making Inadequate Progress (as defined herein) due to a student's injury, illness or other medical reason, including but not limited to, hospitalization or an absence for the benefit of the student's mental or behavioral health.
2. Medical Note: A document prepared by a California licensed physician who is responsible for the medical management of a student that provides information about the student's medical condition, whether the student will need to be absent from school, and the anticipated duration of such absence. The Medical Note must include the name, address, telephone number and signature of the supervising physician.
3. **Satisfactory Educational Progress:** A student is deemed to be making "satisfactory educational progress" if the student is progressing toward meeting the goals and/or metrics pursuant to their Individualized Learning Plan and/or Individualized Education Program ("IEP"), consistent with the School's Board Policy for Independent Study.
4. **Inadequate Progress:** A student is deemed to be making "inadequate progress" if the student fails to complete 100% of the minimum work assignments required for one school month, fails to verify 75% of attendance for one school month, or misses four instructor appointments without a valid reason. Students making Inadequate Progress are considered to be truant under the School's Truancy Policy.
5. **Temporary Disability:** A physical, mental, or emotional disability incurred while a student is enrolled in a regular day class or an alternative education program and after which the student can reasonably be expected to return to regular day classes or the alternative education program. [Education Code Section 48206.3(b)(2).] A temporary disability shall not include a disability for which a student is identified as an individual with exceptional needs pursuant to Education Code Section 56026.
6. **Home and Hospital Instruction ("HHI"):** Either individual instruction at home provided by the school district in which the student is deemed to reside, or individual instruction in a hospital or other residential health facility, excluding state hospitals, provided by the school district in which the hospital or other residential health facility is located pursuant to Education Code Section 48206.3(a).

Procedures

1. A student, parent or legal guardian must notify the School and provide a Medical Note justifying the Medical Leave.
2. The student may choose to voluntarily withdraw from the School (or the parent/legal guardian may choose to voluntarily withdraw the student if the student is under 18 years old) if the student/parent/legal guardian would prefer to disenroll the student to, e.g., focus on healing and recovery, instead of having the student remain enrolled at the School under a Medical Leave in accordance with this policy. If the student becomes well enough to return to school, the student may reenroll at the School (or join the waitlist if the School is at capacity).
   - Enrollment in a charter school is voluntary and no student can be required to attend a charter school. [Education Code Section 47605(g).] The School will not encourage a student currently attending the School to disenroll from the School or transfer to another school for any reason. [Education Code Section 47605(e)(4)(C).]
3. If a student (or parent/legal guardian if the student is under 18 years old) chooses to have the student remain enrolled during a Medical Leave, the Student Study Team ("SST") will meet with the student, parent or legal guardian to discuss whether the student will be able to continue making Satisfactory Educational Progress in the School's independent study program during the Medical Leave.
   4. • Medical Leave is a valid reason for missing required instructor appointments pursuant to the School's attendance policies. Students taking a Medical Leave will be allowed to complete any assignments and tests missed during validly excused absences from

instructor appointments that can be reasonably provided and will be given full academic credit upon satisfactory completion within a reasonable period of time.

~~5.~~4. If the SST determines that the student will not be able to continue making Satisfactory Educational Progress during the Medical Leave, the student will be placed on a long-term medical leave, which means the student will remain enrolled, the absences will be excused, and the student is not subject to the remainder of this policy.

~~6.~~5. If the SST determines that the student will be able to continue making Satisfactory Educational Progress during the Medical Leave, the SST will determine any appropriate supports to help assist the student.

~~7.~~6. If a student taking a Medical Leave is subsequently deemed to be making Inadequate Progress or is not making Satisfactory Educational Progress, the SST will meet with the student, parent or legal guardian to identify any issues and determine whether additional supports will be provided. (This meeting is hereinafter referred to as the "SST Meeting".)

~~8.~~7. If a student continues to make Inadequate Progress the subsequent month after the SST Meeting, an evaluation will be conducted pursuant to the procedures outlined in the School's Truancy Policy to determine whether it is in the best interests of the student to remain enrolled in independent study.

~~9.~~8. If the student has a Temporary Disability that makes/made attendance at the School impossible or inadvisable, the student has the right to receive HHI pursuant to Education Code Section 48206.3 from the school district in which the student is deemed to reside. The School does not provide HHI.

- It is the primary responsibility of the parent or legal guardian of a student with a Temporary Disability to notify the school district in which the student is deemed to reside of the student's presence in a qualifying hospital. [Education Code Section 48208.] Temporarily disabled students may not receive HHI through independent study. [Education Code Section 51745(d).]
- A student receiving HHI after being disenrolled from the School who becomes well enough to return to the School, shall be allowed to return if the Student returns during the school year in which HHI was initiated. [Education Code Section 48207.3.]
- The School may continue to enroll a student who is receiving individual instruction in a hospital or other residential health facility in order to facilitate the timely reentry of the student in the School after the hospitalization has ended, or in order to provide a partial week of instruction to a student who is receiving individual instruction in a hospital or other residential health facility, for fewer than five (5) days of instruction per week, or the equivalent. [Education Code Section 48207(b).]

Additional Considerations for Students with Disabilities

1. Any decision regarding the appropriateness of HHI for special education students must be pursuant to an IEP made by the IEP Team.
2. If a special education student's parent/legal guardian (or student if over the age of 18) does not respond to the request for an IEP meeting, the School's Internal Procedure for Truant and Missing In Action Special Education Students should be followed and the School will do at least the following:

- A prior written notice must be sent to the parent/ legal guardian (or student if over the age of 18) outlining at least three possible dates for an IEP meeting. Such notice will include IEP meeting notices and the Notice of Parental Rights and Procedural Safeguards.
- The IEP meeting should be convened on the last date listed, with or without the parent/legal guardian (or student if over the age of 18) in attendance.
- If possible, a home visit should also be conducted in accordance with the School's Home Visit Policy and Procedure prior to convening the IEP meeting.
- The School will document all attempts to reach the student, parent or legal guardian and retain a copy of all letters, notices and documentation sent to the student, parent/legal guardian and the student's district of residence (if applicable) in the student's file.

Family Safety Planning and Emergency Contact Information

Our school is committed to keeping every student safe and supported. In accordance with **California Education Code §234.7 (as amended by AB 495)**, families are encouraged to create a **Family Safety Plan** and to maintain **accurate and up-to-date emergency contact information** with the school at all times. Every student's record should include **multiple emergency contacts** who can be reached if a parent or guardian is unavailable. Families may also complete a **Caregiver's Authorization Affidavit** if a trusted adult will be temporarily responsible for the student's care.

The **California Attorney General's "Know Your Educational Rights" guide** provides information for all families—regardless of immigration status—about students' rights to a free public education and the confidentiality of student records. The guide and related resources are posted on our school website and are available in multiple languages.

For more information or to update your student's emergency contacts, please contact the school office. Families seeking to create a Family Safety Plan can visit the California Department of Justice website at **https://oag.ca.gov/immigrant/rights** for helpful planning tools and multilingual resources.

Curriculum Catalog

Study Requirements

Planning a Course of Study

An instructor will be available to advise and assist the student with his/her course/curriculum selections. The program of study should be planned to reflect the student's interests, needs, aptitudes and career goals. All of the general course objectives should be consistent with the school's content standards and state guidelines. Levels of student achievement will differ due to the individualized nature of the learning process and the student's own capabilities.

As you plan your program, the instructor will ensure that you follow the guides listed below so that the achievement levels and requirements for graduation, college entrance, and basic skill competencies will be satisfied when applicable. OFY-San Gabriel Content Standards may be obtained by request.

Community Service

Students are required to complete 10 hours of community service as part of the graduation requirements.

Guidelines:

- The service MUST be for a Non-profit organization.
- The student CANNOT profit monetarily or receive credit in another way for the service.
- The service MUST benefit others.
- The service CANNOT be something that is required by someone else.
- The service MUST be a total of 10 hours.
- The service MUST be completed in grades 9-12 before last unit of work is accepted.

Examples of Community Service:

Service performed could include, but is not limited to, mentoring or tutoring elementary school students; assisting the local public library; assisting in a nursing home or adult care center; assisting in a homeless shelter or a soup kitchen; organizing or assisting in fund raisers for disaster victims and other needy persons; assisting community based nonprofit agencies that provide programs and services for lowincome people, the disabled, and the elderly.

Church/Religious Organizations

Students may not receive community service hours for church activities that are strictly of a religious nature. For example, teaching religious classes, proselytizing or active recruitment for a religion, serving as an altar person or communion helper. The ideal volunteer situation in religious institutions is when students perform clerical work, clean up the facilities or serves meals for the less fortunate.

Standardized Testing

OFY-San Gabriel must administer any state-mandated tests as applicable. In the coming school year, the Charter School will administer the California Assessment of Student Performance and Progress System (CAASPP). This includes the computer-adaptive Smarter Balanced Summative Assessments, which are comprehensive, end-of-year assessments of grade-level learning that measure progress toward college and career readiness in English Language Arts and Math. Scores are included in the student's file or portfolio and are utilized by the teacher when consulting with families about educational plans and curriculum options. Spanish-language tests are available for students under certain circumstances. State-mandated testing occurs with familiar faces and in smaller test settings. Every attempt is made to break down the testing periods into manageable times.

Additionally, upon enrollment in OFY-San Gabriel all students take a computer-adaptive placement assessment in reading and math, currently STAR Renaissance. These placement tests allow teachers to diagnose the current reading and math level of each student. In addition, all students are assessed at least three times each school year to measure their growth and progression in reading and math. The testing windows take place in (1) October, (2) February, and (3) May. OFY-San Gabriel uses these updated diagnostic assessments of student skill growth to measure the program's success and provide adjustments to students' Individualized Learning Plans.

California State-Mandated Physical Fitness Testing

OFY-San Gabriel is required by the State to test all students in grades 7 and 9 to assess fitness in the following areas: abdominal, upper body and trunk strength, aerobic capacity, upper body flexibility, and body fat composition. The testing period will occur in February of each school year and will be administered by trained staff members.

Middle School Promotion

A middle school certificate of promotion will be granted to each middle school student who completes the basic program defined below for the 7th and 8th grades. Except in unusual circumstances warranting an adjustment of the

individual's program, each middle school student will enroll in the following basic program:

Two-Year Subject Requirements Core Subjects:

English/Language Arts	4 semesters
History/Social Science	4 semesters
Mathematics	4 semesters
Science (including Health topics)	4 semesters

Other Subjects:

Physical Education	4 semesters

1. Middle school students will earn five (5) units of credit for every semester successfully completed in each of the required subjects or courses of study.
2. Eighty (80) units of credit will be considered the minimum level of middle school student attainment in the four core academic areas of English/language arts, mathematics, history/social science and science.
3. Deficiencies must be made up by taking additional courses or by taking additional work in high school, depending on individual circumstances.

OFY-San Gabriel Middle School Planning Guides (7-8)

Grade 7			
Language Arts 7A		Language Arts 7B	
Math 7A		Math 7B	
Life Science 7A		Life Science 7B	
P.E.		P.E.	
World Hist./Geog. 7B		World Hist./Geog. 7B	
Elective		Elective	
Grade 8			
Language Arts 8A		Language Arts 8B	
Math 8A		Math 8B	
Physical Science 7A		Physical Science 7B	
P.E.		P.E.	
U.S. History 8A		U.S. History 8B	
Elective		Elective	

OFY San Gabriel High School Planning Guides (9-12)

Grade 9			
English 9A		English 9B	
Math Year 1		Math Year 1	
Life Science A		Life Science B	
Health		Elective	
P.E.		P.E.	
Elective		Elective	

Grade 10			
English 10A		English 10B	
Math Year 2		Math Year 2	
World History A		World History B	
Fine Arts		Fine Arts	
P.E.		P.E.	
Elective		Elective	

Grade 11			
English 11A		English 11B	
U.S. History A CP		U.S. History B CP	
Physical Science		Physical Science	
Elective		Elective	
Elective		Elective	

Grade 12			
English 12A		English 12B	
Government		Economics	
Elective		Elective	
Elective		Elective	

OFY San Gabriel Graduation Requirements

Subject	Credits Required
English All English courses must use core material.	40
Mathematics Must complete Algebra 1 of equivalent	30
Science Life Science – 10 credits Physical Science – 10 credits	20 Recommended: 30 Credits
Physical Education	20
Social Science World History – 10 credits U.S. History – 10 credits Government – 5 credits Economics – 5 credits	30
Visual Performing Arts/Foreign Language	10
Health	5
Electives	65
	Total: 210 Credits

Plus

Community Service
10 Hours
This is to be completed in grades 9-12 while enrolled at OFY-SG and students must submit verified hours on a letterhead from an approved service agency.

College and Career Plan

A–G Subject Requirements						
(A) History/ Social Science	**(B) English**	**(C) Math**	**(D) Lab Science**	**(E) Foreign Language**	**(F) Visual/ Performing Arts**	**(G) College Prep Electives**
2 years required	**4 years required**	**3 years required, 4 recommended**	**2 years required, 3 recommended**	**2 years required, 3 recommended**	**1 year required**	**1 year required**
Includes One year of World History and one year of U.S. History or one-half year of U.S. History and one-half year of Civics or American Government.	Four years of college-preparatory English that include frequent and regular writing, and reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.	Includes the topics covered in Elementary and Advanced Algebra and two- and three-dimensional Geometry.	Two years of Laboratory Science providing fundamental knowledge in at least two of these three foundational subjects: Biology, Chemistry and Physics.	Two years of the same language other than English.	A single year-long approved arts course from a single VPA discipline: Dance, Drama/Theater, Music or Visual Art.	One year (two semesters), in addition to those required in A-F, chosen from all subject areas.

A–G Approved Course List

Course offerings will vary by charter, check with your learning center for class availability. Course list subject to change.

A — History/Social Science

US Government
US History
World History

B — English

American Literature CP
English 9
English 10
English 11
English 12
CSU Expository Reading and Writing

C — Math

Algebra 1
Geometry
Algebra 2
Algebra IAI ; IA2
Algebra IB1 ; IB2
Integrated Math 1
Integrated Math 2
Integrated Math 3

D — Lab Science

Biology
Engineer your World
Intro to Nursing
Physical Science
Physics

E — Foreign Language

Spanish 1
Spanish 2

F — Visual/Performing Arts

Art History
Careers in Visual Arts
Construction 1
Film Analysis (2024)
Introduction to Plays & Theaters
Visual Arts

G — College Prep Electives

Construction 2
Criminal Justice
Dual Enrollment Support A
Economics
Psychology
World Geography

A–G Approved Course List: Online Courses

A — History/Social Science

World History
US History
United States History
AP United States History
American Government

B — English

English 9/I
English Language Development ELD 9
English 10/II
English Language Development ELD 10
English 11/III
English Language Development ELD 11
English 12/IV
English Language Development ELD 12
AP English Literature and Composition

C — Math

Algebra 1/I
Geometry
Algebra 2/II
Precalculus
AP Calculus AB
AP Computer Science A
Probability & Statistics
Integrated Math 1
Integrated Math 2
Integrated Math 3

D — Lab Science

Earth and Space Science
Biology
AP Biology
Chemistry
AP Chemistry
Physics

E — Foreign Language

American Sign Language 1
American Sign Language 2
American Sign Language 3
French 1
French 2
German 1
German 2
Spanish 1
Spanish 2
Spanish 3

F — Visual/Performing Arts

Graphic Design & Illustration (EDM)
Introduction to Visual Arts
Music Appreciation
Professional Photography
Theater, Cinema, & Film Production

G — College Prep Electives

Accounting
African American Studies
Applied Medical Terminology
Art History and Appreciation
Artificial Intelligence
Audio/Video Production 1
Audio/Video Production 2
Audio/Video Production 3
Basic Writing Skills
Business Communications
Business Information Management

A–G Approved Course List: Online Courses

G

College Prep Electives (cont.)

Certified Nurse Aide
Child Development and Parenting
CompTIA A+ Exam Prep
CompTIA Network + Certification
Computer Programming 1
Computing for College and Careers
Consumer Mathematics
Creative Writing
Culinary Arts

Digital and Interactive Media
Drafting and Design

Economics
Entrepreneurship
Environmental Science

Financial Mathematics
Food Handler and Food Manager Certifications
Foundations of Green Energy

Game Development
Gothic Literature

Health
Hospitality & Tourism: Traveling the Globe

International Business
Intro to Android Mobile App Development
Intro to Anthropology
Intro to Archaeology
Intro to Astronomy
Intro to Criminology
Intro to Cybersecurity
Intro to Fashion Design
Intro to Finance
Intro to Forensic Science
Intro to iOS Mobile App Development
Intro to Marine Biology
Intro to Military Careers
Intro to Nursing
Intro to Philosophy
Intro to Social Media
Intro to Veterinary Science
Intro to World Religions

Marketing, Advertising, & Sales
Mythology & Folklore

Networking Fundamentals
Nutrition and Wellness

Personal Finance
Physical Science
Principles of Agriculture
Principles of Business, Marketing, and Finance
Principles of Education & Training
Principles of Engineering and Technology
Principles of Government & Public Administration
Principles of Health Science
Principles of Hospitality & Tourism
Principles of Information Technology
Principles of Law, Public Safety, Corrections, & Security
Principles of Manufacturing
Principles of Transportation, Distribution, and Logistics
Professional Communications
Psychology

Revolutionary Ideas in Science
Robotics I

Social Issues
Sociology
Sports & Entertainment Marketing
Structure of Writing

Web Technologies
Women's Studies
World Geography

College Examination Requirements

SAT or ACT

- *Optional for University of California & California State Universities

Please meet with your post-secondary counselor to ensure you take all appropriate examinations to align with your post-secondary goals.

UC and CSU A–G Eligibility Requirements

Candidates must have earned a grade of C or better in all college preparatory classes. The grades earned in these courses are taken in grades 10 through 12 to evaluate the Grade average for minimum eligibility. Candidates generally must perform well above Minimums in order to gain admission.

Community College Admission Requirements

Community colleges provide transfer programs which enable students to transfer to four-year institutions such as the University of California, the state university system, and independent colleges. They provide courses in occupational education programs, which lead to vocational proficiency, and in some cases, the Associate of Arts degree. They also provide general education courses. Contact your post-secondary counselor for the enrollment process.

1. Open admission – 18 years of age or older
2. High School diploma

Concurrent Enrollment

Students may take courses that are not offered by the charter school at a local community college for high school credit. Completed college courses worth 3 or more semester units may transfer to high school as a year-long course. **However, these courses may not also count for college credit; each college determines whether or not to assign degree credit to courses that also receive high school credit.**

A student's OFY-San Gabriel teacher and/or postsecondary counselor must approve any college courses and sign a "Concurrent Enrollment Form" before the student may register for a course. High school credit will not be granted for college courses that were not specifically approved by a teacher or post-secondary counselor on a concurrent enrollment form. Students who are not in good academic standing will not receive concurrent enrollment approval. The teacher and/or post-secondary counselor have final determination regarding the appropriateness of concurrent enrollment for a given student and approval will be granted at their discretion.

NCAA Eligibility Requirements

Division I Academic Eligibility

To be eligible to compete in NCAA sports during your first year at a Division I school, you must graduate high school and meet ALL the following requirements:

- Complete 16 core courses:
  - Four years of English
  - Three years of math (Algebra 1 or higher)
  - Two years of natural/physical science (including one year of lab science if your high school offers it)
  - One additional year of English, math or natural/physical science
  - Two years of social science
  - Four years of additional courses from the subjects listed above, foreign language, comparative religion or philosophy
- Complete 10 of those core courses, including seven in English, math or natural/physical science, before your seventh semester. Once you begin your seventh semester, you may not repeat or replace any of those 10 courses to improve your core-course GPA.
- Earn at least a 2.3 GPA in your core courses.

Division II Academic Eligibility

To be eligible to compete in NCAA sports during your first year at a Division II school, you must meet academic requirements for your core courses, grade-point average (GPA) and test scores.

You must graduate high school and meet ALL the following requirements:

- Complete 16 core courses: ○ Three years of English.
  - Two years of math (Algebra 1 or higher).
  - Two years of natural or physical science (including one year of lab science if your high school offers it).
  - Three additional years of English, math or natural or physical science
  - Two years of social science
  - Four years of additional courses from the subjects listed above, foreign language, comparative religion or philosophy
- Earn at least a 2.2 GPA in your core courses.

If you are an NCAA college-bound student-athlete, please make an appointment to meet with your post-secondary counselor as soon as possible after enrollment.

High School Check List for College Admissions Freshman Year Calendar

It's never too early to plan for the future!

- Build strong academic, language, mathematics and critical thinking skills by taking challenging courses.
- Study hard to get excellent grades.
- Strengthen your vocabulary by increasing your reading.
- Become involved in co-curricular activities.
- Meet with your post-secondary counselor and discuss your plans for the next four years.
- Browse through the college literature or surf the web to get an idea of what kind of schools may be of interest to you.
- Check out what high school courses colleges require.
- Know NCAA (National Collegiate Athletic Association) requirements if you want to play sports in college.
- Keep an academic portfolio and co-curricular record.
- Research career possibilities.
- Begin saving money for college.

Sophomore Year Calendar

Concentrate on academic preparation and continue to develop basic skills and co-curricular activities.

- Consult your teacher and post-secondary counselor about taking the PSAT in October. The PSAT is a preliminary test that will prepare you for the SAT Reasoning Test. All Sophomore students are required to take the PSAT.
- If you plan on taking the ACT, talk to your teacher and post-secondary counselor about taking the PLAN this fall. The PLAN is a preliminary standardized test that will give you some preparation for the ACT. PLAN does not have national testing dates, so ask your post-secondary counselor about test dates offered by your school.
- You need to register several weeks in advance for the PLAN and PSAT, so consult your post-secondary counselor early in September.
- Take NCAA approved courses if you want to play sports in college.

October

- Take the PSAT for practice. The results will not be used for college admission.
- Sign up, if you have not done so already, for cocurricular activities that interest you. The level of involvement and accomplishment is most important, not the number of activities.
- Keep a record of your co-curricular involvement, volunteer work, and employment (all year). Examples of co-curricular involvement include student government, band, choir, and sports.

November

- Make sure you are "on top" of your academic work. If necessary, meet with your teacher for additional help.
- Save your best work in academic courses and the arts for your academic portfolio (all year).

December

- Receive results of PLAN and/or the PSAT. Read materials sent with your score report. Consult with your postsecondary counselor to explore ways to improve on future standardized tests and courses to discuss which may be required or beneficial for your post-high school plans.

January

- Keep studying!
- Volunteer: a great way to identify your interests and to develop skills.

February

- It is never too early to start researching colleges and universities. Visit your post-secondary counselor to browse through the literature and guidebooks or surf the web to check out college and university home pages.

March

- NACAC has developed a list of online resources to help you in the college admission process called Web Resources for the College Bound.
- http://www.nacacnet.org/studentinfo/articles/Pages/ College-Bound.aspx

April

- Register for the June SAT Subject Test. These are one hour exams testing you on academic subjects that you have already completed. Among the many to choose from are biology, chemistry, foreign languages and physics. Many colleges require or recommend one or more of the SAT Subject Tests for admission or placement. You can take the SAT Subject Tests when you have successfully completed the corresponding course in high school study (B+ average or better). Talk to your teachers or post-secondary counselor about which tests to take.
- See your post-secondary counselor for advice.
- Continue to research career options and consider possible college majors that will help you achieve your career goals.

May

- Plan now for wise use of your summer. Consider taking a course or participating in a special program (e.g. for prospective engineers or journalists or for those interested in theatre or music) at a local college or community college. Consider working or volunteering.

June

- Take the SAT Subject Tests that you registered for in April.

- If you work, save some of your earnings for college.

July

- During the summer, you may want to sign up for a PSAT/SAT prep course, use computer software, or do the practice tests in books designed to familiarize you with standardized tests.

August

- Make your summer productive. Continue reading to increase your vocabulary.

Junior Year Calendar

- Begin college selection process. Attend college fairs, financial aid seminars, general information sessions, etc., to learn as much as you can about the college application process. Make sure you are meeting the NCAA requirements if you want to play Division I or Division II athletics in college.

September

- Register for the October PSAT. Meet with your postsecondary counselor to review your courses for this year and plan your schedule for senior year.
- Save samples of your best work for your academic portfolio (all year).
- Maintain your co-curricular record (all year).

October

- Junior year PSAT scores may qualify a student for a National Merit Scholarship Competition and the National Achievement and the National Hispanic Scholars Programs. So, even though these test scores will not be used for college admission, it is still a good idea to take the PSAT. The more times you take standardized test to the more familiar you will become with the format and the types of questions asked. If you wish to receive free information from colleges, indicate on the PSAT test answer form that you want to participate in the Student Search.

November

- Junior year grades are extremely important in the college admission process because they are a measure of how well you do in advanced, upper level courses. Grades also are used to determine scholarships and grants for which you may be eligible. So put in extra effort and keep those grades up!
- If you will require financial aid, start researching your options for grants, scholarships, and work study programs. Make an appointment with your postsecondary counselor or start visiting NACAC's Web Resources for the College Bound to do research on your own using the Internet.
- http://www.nacacnet.org/studentinfo/Pages/Default.aspx

December

- During December you should receive your results of your PSAT. Read your score report and consult your post-secondary counselor to determine how you might improve on future standardized tests. The PSAT is excellent preparation for the SAT Reasoning Test, which you will take in the spring.

January

- If you plan to take the ACT, register now for the February ACT. Many colleges accept the ACT (American College Test) or the SAT Reasoning Test. Some colleges require the ACT or both SAT Reasoning Test and the SAT Subject Tests. When you begin to explore different colleges and universities, double check to see if they prefer or require the ACT, the SAT Reasoning Test and/ or the SAT Subject Tests.
- Begin to make a preliminary list of colleges you would like to investigate further. Surf the Internet and use the college resources in the guidance office or library.
- Ask your parents for your Social Security number (required on many college applications). If you were never issued a Social Security number, contact the closest Social Security office as soon as possible to obtain a new number. If you are not eligible for a Social Security number, please talk with your post-secondary counselor about procedures to follow when filling out your college application.

February

- Meet with your post-secondary counselor to discuss your preliminary list of colleges. Discuss whether your initial list of colleges meets your needs and interests (academic programs, size, location, cost, etc.) and whether you are considering colleges where you are likely to be admitted. You should be optimistic and realistic when applying to colleges and apply to a range of colleges.
- If interested, register for the March SAT Reasoning Test if you have completed the math courses covered on the SAT Reasoning Test. If not, plan to take the SAT Reasoning Test in May or June. Prepare for the SAT Reasoning Test or ACT by signing up for a prep course, using computer software, or doing the SAT/ACT practice tests available at your center or at bookstores. But don't spend so much time trying to improve your standardized test scores that grades and co-curricular involvement suffer.
- Your post-secondary counselor can help to determine if taking these tests is right for you and if you are eligible to receive an SAT or ACT fee waiver.

March

- Write, telephone, or use the Internet to request admission literature and financial aid information

from the colleges on your list. There is no charge and no obligation to obtain general information about admission and financial aid.

April

- When selecting your senior courses, be sure to continue to challenge yourself academically.
- If interested, register for the May/June SAT Reasoning
  Test and/or the May/June SAT Subject Tests. Not all SAT Subject Tests are given on every test date. Check the calendar carefully to determine when the Subject Tests you want are offered. Register for the June ACT if you want to take that test.
- Continue to evaluate your list of colleges and universities. Eliminate colleges from the original list that no longer interest you and add others as appropriate.
- Look into summer jobs or apply for special summer academic or enrichment programs. Colleges love to see students using their knowledge and developing their skills and interests.

May

- Attend a college fair to get more information about colleges on your list. NACAC sponsors college fairs in cities across the country during the fall and the spring. Visit NACAC's National College Fairs web page to check out the schedule for the National College Fairs and the Performing and Visual Arts College Fairs.
- Get a jump start on summer activities. Consider enrolling in an academic course at local college, pursuing a program, applying for an internship, working, or volunteering. If you work, save part of your earnings for college.
- Begin visiting colleges. Phone to set up appointments. Interviews are always a good idea. Many colleges will tell you they are optional, but an interview will show interest, enthusiasm and initiative on your part and provide an excellent opportunity to have your questions answered. Do a practice interview with your postsecondary counselor, teacher, employer, or a senior who has had college interviews. Set up interviews as early as possible – interview times become booked quickly!
- If you decide to take the SAT Reasoning Test or the SAT Subject Tests and /or the ACT, now would be the time.

June

- After school ends, get on the road to visit colleges.

Seeing the college firsthand, taking a tour, and talking to students can be the greatest help in deciding whether or not a school is right for you. Although it is ideal to visit colleges during the academic year, going in the summer will be valuable. Admissions offices usually employ their students to give tours and answer questions from prospective students and their parents.

- If you decide to take the SAT Reasoning Test, the SAT Subject Tests and/or the ACT, now would be the time.

July

- Visit colleges, take tours, have interviews and ask questions. Make college visiting a family event. Involve your parents /guardians and siblings in every step of your application process. Choosing the right college is a tough decision; the opinions of those who know you the best can provide helpful insight into which college is best for you.

August

- Continue to refine your list of potential colleges and universities.
- Begin preparing for the actual application process: draft application essays, collect writing samples, and assemble portfolios or audition tapes. If you are an athlete and plan on playing sports in college, contact the coaches at the schools to which you are applying and ask about the intercollegiate and intramural sports programs and athletic scholarships.
- Complete the NCAA Initial-Eligibility Clearinghouse form if you hope to play Division I or II sports. (This form cannot be mailed until you finish your sixth semester of high school.)
- Begin scholarship applications; many deadlines are as early as October. Continue applying for scholarships throughout the year.

Senior Year Calendar

- Apply to colleges. Make decisions. Finish high school with pride in yourself and your accomplishments.

September

- Make sure you have all applications required for college admission and financial aid. Write, phone, or use the Internet to request missing information.
- Check on application and financial aid deadlines for the schools to which you plan to apply. They may vary and it is essential to meet all deadlines!
- Meet with your post-secondary counselor to be sure your list includes colleges appropriate to your academic and personal record. Review your transcript and cocurricular records with your post-secondary counselors to ensure their accuracy.
- If interested, register for the October/November SAT Reasoning Test and/or SAT Subject Tests, or September/ October ACT.
- If colleges require recommendations, ask the appropriate people to write on your behalf. At least three weeks before the due date, ask your postsecondary counselor, teachers, employers, or coaches to write letters of recommendation.
- Provide recommendation forms, any special instructions and a stamped, addressed business envelope to the people writing your

recommendation. Be thoughtful! Write thank-you notes to those who write recommendations and keep them informed of your decisions.
- Plan visits to colleges and set up interviews (if you didn't get them during summer or if you want to return to a campus for a second time). Read bulletin boards and the college newspaper. Talk with current students and professors.

October
- FAFSA (Free Application for Federal Student Aid) opens this month via studentaid.ed.gov/sa/fafsa. Be sure to apply during the October 1st through March 2nd window to see if you are eligible for financial aid. If you don't intend to apply, you must submit an opt-out form to OFY-San Gabriel.
- Attend a regional college fair to investigate further those colleges to which you will probably apply. Visit the College Fairs section on NACAC's Web site to view the schedule for NACAC's National College Fairs and Performing and Visual Arts College Fairs. http://www. nacacnet.org/Pages/default.aspx
- Start online applications in time to reach the colleges by the deadlines. Check with your post-secondary counselor to make sure your transcript and test scores have been/ will be sent to the colleges to which you are applying.
- If applying for early decision or early actions, send in your application now. Also prepare applications for back up schools. Remember, if you are accepted under the early decision option, you are expected to enroll at that college and to withdraw all other applications. Submit financial aid information if requested from early decision/action candidates.
- Register for the December/January SAT Reasoning Test and /or SAT Subject Tests, or December ACT if you have not completed the required tests or if you are not happy with your previous test scores and think you can do better.
- Have official test scores sent by the testing agency to colleges on your list.
- Begin CSU & UC applications.
- If you need financial aid, obtain a FAFSA (Free Application for Federal Student Aid) form from your post-secondary counselor. Check to see if the colleges to which you are applying require any other financial aid form. Register for the CSS Profile if required and obtain the college's own financial aid forms, if available.

November
- Take the SAT Reasoning Test or SAT Subject Tests if appropriate. Don't forget to have test scores sent to your colleges on your list.
- Continue completing applications to colleges. Print copies of all applications before mailing the applications.
- Consult your post-secondary counselor again to review your final list of colleges. Be sure you have all the bases covered. It is a good idea to make copies of everything before you drop those envelopes in the mail. If for some reason your application gets lost, you will have a backup copy. File your last college application.
- All applications to CSU & UCs are due Nov. 30.
- Keep all records, test score reports and copies of applications for admission and financial aid. Do not throw anything away until at least the end of your first year in college. Having detailed records will save you time and effort should anything be lost or should you decide to apply in the future to other colleges or scholarship programs.

December
- Have official test scores sent to colleges on your list if you have not done so.
- If you applied for early decision, you should have an answer by now. If you are accepted, follow the instructions for admitted students. If the decision is deferred until spring or you are denied, submit applications now to other colleges.
- Do not take rolling admission applications for granted. (Some colleges do not have application deadlines; they admit students on a continuous basis.) These schools may reach their maximum class size quickly – the earlier you apply, the more availability there may be.

January
- Keep working in your classes! Grades and courses continue to count throughout the senior year.
- Request that your post-secondary counselor send the transcript of your first semester grades to the colleges to which you applied.
- Parents/guardians and students, complete your income tax forms as soon as possible. You will need those figures to fill out the FAFSA. Complete and return your FAFSA as quickly as possible after January 1. Check to make sure you colleges or state does not require any other financial aid forms. If they do, consult your post-secondary counselor or contact the college's financial aid office.
- Return your signed Cal Grant GPA Verification Form to your post-secondary counselor.

February
- Remember to monitor your applications to be sure that all materials are received on time and that they are complete. Stay on top of things and don't procrastinate; you can ruin your chances for admission by missing a deadline.
- You should receive your Student Aid Report (SAR) within four weeks after submitting the FAFSA. Review the SAR carefully and check for any inaccuracies. If necessary, correct any items on the SAR and return it to the FAFSA processor (if a college transmitted your data directly, notify the college of any change).

- If more than four weeks have passed after sending in your FAFSA and you have not received an acknowledgment, contact the Federal Student Aid Information Center (319) 337-5665. To identify you, they will need your name, social security number, address, and date of birth exactly as it was written on your FAFSA.
- Continue to complete scholarship applications. You may be eligible for more scholarships than you think, so apply for as many as you can.
- Enjoy your final your final year in high school, but don't catch senioritis!

March

- File your FASFA by March 2 – do not wait until the last minute!
- Stay focused and keep studying – only a couple more months to go!

April

- Review your college acceptances and financial aid rewards. Be sure to compare financial aid packages in your decision-making process. If you are positive you will not enroll at one or more of the colleges which accepted you please notify those colleges that you have selected another college. Keeping colleges abreast of your plans might enable those colleges to admit someone else. If you know which college you will attend, send your tuition deposit and follow all other instructions for admitted students. You must decide which offer of admission to accept by May 1 (postmark date).

May

- By May 1, decide on the one college that you will attend and send in your tuition deposit to the college you will attend. Notify the other colleges that accepted you that you have selected another college.
- Be PROUD – you have completed a difficult task.
- If your first choice college places you on their waiting list, do not lose all hope. Some students are admitted off the waiting list. Talk with your post-secondary counselor, and contact the college to let them know you are still very interested. Keep the college updated on your activities.
- Take Advanced Placement examinations, if appropriate, and request that your AP scores be sent to the college you will attend.

June

- Request that your post-secondary counselor send your final transcript to the college you will attend. Notify the college of any private scholarships or grants you will be receiving.
- Know when the payments for tuition, room and board, meal plans, etc., are due. If necessary, ask the financial aid office about a possible payment plan that will allow you to pay in installments.
- Congratulations! You've made it through high school!

  Enjoy your graduation and look forward to college.

July

- Look for information in the mail from the college about housing, roommates, orientation, course selection, etc.
- Respond promptly to all requests from the college.

August-September

- Ease the transition into college. Accept the fact that you'll be in charge of your academic and personal life. What you do, when you do it, and how things get done will be up to you. You'll have new responsibilities and challenges. Think about budgeting your time and establishing priorities. Take charge of the changes that lie ahead and eliminate or minimize pressures. Go forth with confidence, enthusiasm, willingness, adaptability, and determination to succeed.
- Pack for college. Don't forget to include things that remind you of your friends and family. Be prepared for the new opportunities and challenges. Have a great freshman year!

College Preparatory Plan

The college preparatory plan leads to enrollment in a fouryear college or university, or enrollment in community college and transfer to a four-year institution. Students following this plan should enroll in:

1. Minimum graduation requirements in grades 9-12
2. Three or four years of mathematics (Algebra I or higher)
3. Three or four years of college preparatory lab science.
4. Two to four years of one college preparatory foreign language
5. Complete at least 11 A-G classes before beginning 12th grade

A grade point average of 3.0 or higher is recommended. STUDENTS SHOULD TAKE THE SAT OR ACT AT THE END OF THE JUNIOR YEAR OR EARLY IN THE SENIOR YEAR TO ESTABLISH APTITUDE FOR COLLEGE WORK.
Minimum requirements for admission identify those students who are eligible to be selected. Selection is based on performance over and above these minimums.

University of California

University of California admission is limited to the upper 12.5% of high school graduates. Selection by the University of California depends on performance over and above the minimums. Students who expect to be successful in the University of California must expect to complete 30 credits (6 courses) each semester for a total of eight semesters (240 credits), to include at least four

academic courses each semester with special attention to advanced courses in the junior and senior years. Students must complete at least 11 A-G classes before beginning of senior year.

To be admitted to a campus of the University of California as a freshman, the student must meet the requirements of admission, including the Subject Requirement (i.e., the A-G course completion), and the Scholarship Requirement (i.e., minimum GPA in A-G courses). Students are expected to have a transcript pattern that includes academic courses, which are college preparatory in nature.

Cal State University

The CSU requires a minimum 15-unit pattern of courses for admission as a first-time freshman. Each unit is equal to a year of study in a subject area. A grade of C or higher is required for each course you use to meet any subject requirement. Effective with the class of 2003, the University of California and California State University systems agreed to adopt the same pattern of academic courses required for freshman eligibility, enabling high school students to take the same courses to prepare for admission to both institutions.

Annual Notification: Dual Enrollment Opportunities

Options for Youth is required by law **(Ed. Code § 48980.6)** to inform parents and guardians of students in grades 7–12 about the opportunity for students to participate in **dual enrollment courses** offered in partnership with accredited local community colleges.

What is Dual Enrollment?

Dual Enrollment allows eligible high school students to enroll in approved college-level courses and earn **both high school and college credit** at the same time. These courses are provided **at no cost** to students and are offered through partnerships established under *California Education Code §§ 76004 et seq.* (CCAP Agreements).

Key Points for Families

- Courses may be offered **at the charter school, the partnering college, or online**.
- Participation requires **school counselor and parent/guardian approval**.
- Students must meet eligibility and readiness criteria, including academic performance and maturity for college-level coursework.
- Students participating in dual enrollment are subject to both the **college's policies** and **charter school policies**.
- The charter school is **not responsible for transportation or supervision** while the student is on the college campus.

Why Participate?

Dual enrollment helps students:

- Experience college-level learning while still in high school.
- Earn college credit early, saving time and money.
- Strengthen college readiness and competitiveness for postsecondary opportunities.

For a full list of courses, discuss eligibility and application deadlines, please see the school counselor.

California College Guidance Initiative (CCGI) and Data Sharing Notice

In accordance with California Education Code §60900.5, our school participates in the **California College Guidance Initiative (CCGI)**, which provides students and families access to **CaliforniaColleges.edu**, a college and career planning platform. To support this service, the California Department of Education shares certain student data (such as enrollment and achievement information) from the **California Pupil Achievement Data System (CALPADS)** with CCGI. This data allows students to use the platform for college and financial aid applications and to send information to California public colleges, universities, and the California Student Aid Commission. These disclosures comply with the **Family Educational Rights and Privacy Act (FERPA)** and are included in this annual notification of parental rights.

High School English – Core Classes

Students may be required to attend a small group instruction class while taking any of the following classes

Academic Language Development 1/2

HS1055/HS1056 *11th grade*

Credits: 10

This course is designed to hone and enhance students' language skills by focusing on developing reading, writing, listening, and speaking skills. By focusing on concepts, such as breaking down a prompt or annotating a text piece, this curriculum will help students deepen their critical thinking and grow their proficiency in academic and professional communication.

AP English Lit & Comp A/B CP (Online – Edmentum)

HSED1015/HSED1016 *12th Grade*

Credits: 10 *CSU/UC Approved for "B"*

Each unit of Advanced English Literature and Composition is based on a researched scope and sequence that covers the essential concepts of literature at an AP level. Students engage in in-depth analysis of literary works in order to provide both depth and breadth of coverage of the readings. Units include Close Analysis and Interpretation of Fiction, Short Fiction, the Novel, and Poetic Form and Content. Writing activities reinforce the reading activities and include writing arguments, analysis, interpretation, evaluation, and college application essays.

Contemporary Composition

HS1023 *9th – 12th grade*

Credits: 5

This course will explore the realm of writing composition. The student will be exposed to a variety of essays (e.g., persuasive, expository, and descriptive), and how to write different types of letters (e.g., letters of complaint, letters to the editor). They will be given the ability to learn how to revise, edit, and proof every form of writing that is covered in this course. Students will also utilize their imagination and creativity by analyzing pieces of artwork and responding to their feelings. Students will also be exposed to different forms of literature and how to respond to each.

CSU Expository Reading/Writing A/B CP

HS1091/HS1092 *9th – 12th grade*

Credits: 10 *CSU/UC Approved for "B"*

Aligned to Common Core Standards, this course prepares students for the demands of college reading and writing. Through scaffolding, the rhetoric-based course advances students' proficiency in comprehension, and their responses to nonfiction and literary texts. By the end of the course, students will act as motivated self-directed learners, write a variety of text-types for real audiences and purposes, determine an author's point of view and purpose, analyze the writers' use of rhetorical devices, and initiate and participate effectively in a range of collaborative discussions with peers and more.

English 9 A/B CP

HS1120/HS1121 *9th Grade*

Credits: 10 *CSU/UC Approved for "B"*

The purpose of English 9 A/B CP is to expose students to various forms of fiction and nonfiction. Students will gain an understanding of an assortment of literary concepts, including point of view, author's purpose, and literary analysis. This course will help students increase their reading comprehension through activities such as making predictions, analyzing structure and format, and drawing inferences. It is designed to expose students to a wide array of texts and concepts, preparing them for future English courses where

they will engage with increasingly challenging literary concepts and ideas, both abstract and concrete. Throughout the course, students will work on multiple academic essays to improve their writing skills while meeting a number of Common Core standards. Additionally, they will explore questions about communication and conflict, connecting their readings to the world they live in today.

English 9 A/B CP (Online – Edmentum)

HSED1001/HSED1002, HSES175/HSES1764 *9th Grade*

Credits: 10 *CSU/UC Approved for "B"*

English entails the study of the creation and analysis of literature written in the English language. In English 9A, students will delve into a variety of techniques aimed at enhancing their reading comprehension and writing skills. The instruction encompasses a wide range of writing types, including creative, descriptive, expository, narrative, and persuasive. Throughout the course, students will engage in reading and analyzing literature from various genres, while also honing skills related to effective study habits. Their writing skills will be sharpened as they evaluate literary works in terms of literary technique, form, and theme.

English I A/B (Bright Thinker)

HSBT1001/HSBT1002, HSBT1001D/HSBT1002D *9th Grade*

Credits: 10 *CSU/UC Approved for "B"*

English I sets out on a four-year journey where students will master grammar, hone advanced communication skills, and appreciate challenging literature. The course starts with grammar basics like sentence structure, parts of speech, and phrases. Students will enrich their vocabulary through studying technology, literary terms, and words with multiple meanings. They'll explore culturally diverse texts focusing on literary elements and techniques, with excerpts from The Odyssey and Romeo and Juliet, which will broaden their literary exposure. Writing skills will progress as students learn to create research papers. The course also covers effective speaking and listening.

English 10 A/B CP

HS1081A/HS1082A *10th Grade*

Credits: 10 *CSU/UC Approved for "B"*

In English 10, students will enhance their writing, reading, and critical thinking skills. The objective of this course is to cultivate independent thinking, enabling students to write, read, listen, and speak in a manner that aligns more closely with the expectations of college and the real world. Throughout English 10, students will explore three major styles of writing and engage with various genres in their reading. Through assigned fiction readings, students will prepare academic paragraphs that express themes supported by textual evidence. This course is specifically designed to foster the development of analytical skills, empowering students to become adept evaluators of well-crafted writing.

English 10 A/B CP

HS1081/1082 *10th Grade*

Credits: 10 *CSU/UC Approved for "B"*

In English 10, students will enhance their writing, reading, and critical thinking skills. The objective of this course is to cultivate independent thinking, enabling students to write, read, listen, and speak in a manner that aligns more closely with the expectations of college and the real world. Throughout English 10, students will explore three major styles of writing and engage with various genres in their reading. Through assigned fiction readings, students will prepare academic paragraphs that express themes supported by textual evidence. This course is specifically designed to foster the development of analytical skills, empowering students to become adept evaluators of well-crafted writing.

English 10 A/B CP

HS1081/1082 *10th Grade*

Credits: 10 *CSU/UC Approved for "B"*

Students will be expected to use reading and thinking skills as they analyze and apply literary concepts to grasp the author's purpose and the central idea of the texts. Guided instruction and modeling will cause students to develop their own voice and point of view. In each unit, the students participate in writing workshops that blend grammar and writing concepts to help understand the writing process. The novel for this course is narrative nonfiction of a historical event that will be incorporated as additional reading material for the course to allow the students to broaden their perspectives and help them make personal connections with real – world issues.

In semester two, students will differentiate between fiction and informational texts and identify author's techniques such as rhetorical devices and text structure. Guided instruction and modeling will cause students to identify an author's perspective and point of view. In each unit, the students participate in writing workshops that blend grammar and writing concepts to help understand the writing process. The novel for this course is a drama with relatable characters and plot that will be incorporated as additional reading material for the course to allow the students to analyze an author's techniques. An additional nonfiction text was chosen for this course to compare and contrast fiction and nonfiction.

English 10 A/B CP (Online – Edmentum)

HSED1003/HSED1004, HSES177/HSES178 *10th Grade*

Credits: 10 *CSU/UC Approved for "B"*

English entails the study of the creation and analysis of literature written in the English language. In English 10, students explore different literary devices employed in short stories, including subject, theme, mood, plot, and narration. They engage in reading and analyzing a variety of literary works to gain a deeper understanding of specific literary devices. The second unit focuses on various types of informational texts, while the third unit delves into the study of drama across different eras. Throughout the course, students are assigned writing activities that require the application of analytical and persuasive skills. In English 10, students also delve into a range of techniques to enhance their reading comprehension, writing skills, as well as their grasp of grammar and mechanics.

English II A/B (Bright Thinker)

HSBT1003/HSBT1004, HSBT1003D/HSBT1004D *10th Grade*

Credits: 10 *CSU/UC Approved for "B"*

English II begins by emphasizing grammar to enhance students' writing skills. They then delve into analyzing elements of literary genres. Students engage in comparative analysis of informational texts and undertake various writing assignments, such as crafting an analytical essay on a short story and a persuasive essay that they present orally. They also undertake a research paper on a topic of their choice accompanied by a multimedia presentation. Furthermore, the course includes practical exercises where students develop their resumes and compose letters for professional purposes.

English 11 A/B CP

HS1160/1161 *11th Grade*

Credits: 10 *CSU/UC Approved for "B"*

Students taking English 11 A/B CP will be engaged in a rigorous American Literature course, aligned to Common Core standards, that is designed to create college- and career-ready thinkers and writers. Students will analyze and evaluate a wide variety of fiction and nonfiction selections in their textbook and novels. Students will practice critical thinking, comprehension, vocabulary analysis, and grammar skills through thematic units centered in the historical context of the literary period. Students will benefit from a wellrounded writing program that focuses on the writer's craft, such as supporting claims, organizing information, using narrative techniques, conducting research, evaluating points of view, and proofreading and revising skills.

English 11 A/B GR

HS1184/1185 *11th Grade*

Credits: 10

English 11 GR aims to cultivate critical literary thinkers and effective writers by analyzing a diverse range of fiction and nonfiction works using Essential Questions. Students will enhance their writing skills through various assignments, emphasizing grammar, proofreading, and revision. The course promotes advanced cognitive abilities to surpass mere comprehension and encourages the analysis and evaluation of information in both literary and informational texts. Focusing on the theme "The Image of America in American Literature," readings delve into the symbolism and the essence of American identity. The course follows a chronological organization, beginning with Native American origins and progressing to the early 20th century, with each unit providing introductions, key figures, events, and connections to universal themes.

English 11 A/B CP (Online – Edmentum)

HSED1005/HSED1006, HSES179/HSES180 *11th Grade*

Credits: 10 *CSU/UC Approved for "B"*

English entails the study of the creation and analysis of literature written in the English language. In English 11, students engage in studying a variety of techniques aimed at enhancing their reading comprehension and writing skills. The instruction encompasses various types of writing, including creative, descriptive, expository, narrative, and persuasive. Throughout the course, students read and analyze literature from different genres, with a particular focus on American literary movements throughout history. Additionally, students complete writing activities that involve evaluating literary works in terms of literary techniques, form, and theme.

English III A/B (Bright Thinker)

HSBT1005/HSBT1006, HSBT1005D/HSBT1006D *11th Grade*

Credits: 10 *CSU/UC Approved for "B"*

English III focuses on American Literature development and its comparison with global literary ideas and forms. Students begin with language arts fundamentals and progressively tackle more complex practices to achieve analytical thinking objectives. Through a systematic approach, students learn to craft intricate analyses and argumentative papers. The curriculum also covers research principles, teamwork, discussion, and presentation skills. The accompanying text for the course is Joseph Stein's musical, "Fiddler on the Roof," which illuminates literary devices and themes of immigration and cultural assimilation, supplemented by relevant literature.

Additionally, students delve into college and career planning, along with strategies for navigating information in today's technologydriven world.

English 12 A/B CP

HS1162/1163 *12th Grade*

Credits: 10 *CSU/UC Approved for "B"*

Students taking English 12 A/B CP will be engaged in a rigorous course, aligned to Common Core standards, that is designed to create college- and career-ready thinkers and writers. Students will analyze and evaluate a wide variety of fiction and nonfiction selections in their textbook and novels. Students will practice critical thinking, comprehension, vocabulary analysis, and grammar skills through thematic units centered in the historical context of the literary period. Students will benefit from a well-rounded writing program that focuses on the writer's craft, such as supporting claims, organizing information, using narrative techniques, conducting research, evaluating point of view, and proofreading and revising skills. Students will be challenged to hone their craft to create a reflective essay or autobiographical narrative, persuasive essay or short story, historical investigation report, and multimedia presentation. Assessments will emphasize higher-level thinking skills, requiring students to go beyond simple comprehension of the assigned texts; they must show growth in their ability to analyze and evaluate information they encounter in literary as well as informational texts.

English 12 A/B GR

HS1186/1187 *12th Grade*

Credits: 10

The goal of the English 12 GR course is to equip students with important reading comprehension, analytical, critical thinking, and writing skills through studies of various fictional and non-fictional works. Each workbook aims to grow a student's understanding of a literary concept, skill, or genre. In Semester A, the student will study Medieval literature (looking at the features of an epic and epic hero, characterization, Medieval warrior culture, etc.), 14th century literature (understand Chaucer and Canterbury Tales, rhyme, rhythm, the role of the church, etc.), Renaissance literature (how language and arts evolved during this time, features of poetry, figurative language, sound devices, etc.), and satirical literature (understand the purpose and features of satire, irony types, diction, etc.). For the final unit, the student will dive deeper into their semester reading of Macbeth via deep analysis of its themes, the figure of Macbeth as a tragic hero, the role of fate and ambition, and so forth. In Semester B, the student will explore the Romantic Movement (the impact of Industrialism, how Romantic ideals acted as a reaction to this change, poetry features, etc.), Victorian period (intro into Gothic literature style, role of monologues, etc.), 20th Century (going over the qualities of Modernism, analyzing Modernist works, etc.), and the World Wars (historical context and impacts of both World Wars on society, literature, etc.). In the final unit, students will bring everything they learned together through a culminating project. Within the unit, the lessons provide students the foundations for growth via teaching of relevant vocabulary, grammar and punctuation rules, background context, guided practice, performance tasks, checks for understanding, and more.

English 12 A/B CP (Online – Edmentum)

HSED1007/HSED1008, HSES18/HSES182 *12th Grade*

Credits: 10 *CSU/UC Approved for "B"*

English entails the study of the creation and analysis of literature written in the English language. In English 12, students delve into exploring the relationship between British history and literature, specifically focusing on the Anglo-Saxon period through the neoclassical era, including the notable works of Shakespeare. Throughout the course, students engage in reading and analyzing a diverse range of literary works from this specific time period, contextualizing them with relevant cultural and political history presented in each lesson.In addition to the historical and literary analysis, students in English 12 also study a variety of techniques designed to enhance their reading comprehension, writing skills, and grammar and mechanics. The instruction covers various types of writing, including creative, descriptive, expository, narrative, and persuasive. Moreover, students will complete writing activities that require the application of analytical and persuasive skills.

English IV A/B (Bright Thinker)

HSBT1007/HSBT1008, HSBT1007D/HSBT1008D *11th Grade*

Credits: 10 *CSU/UC Approved for "B"*

English IV focuses on interpreting literature across different epochs and genres, including fiction, drama, and poetry. Students analyze the language and themes of the dramatic play "Cyrano de Bergerac," exploring its narrative complexities. Poetry studies encompass British poetry alongside ancient and contemporary poems from diverse cultures. Writing assignments encompass a range of tasks, such as crafting fiction stories, scripts, and essays evaluating literary elements. The curriculum also includes research and persuasive writing, aimed at honing logical argumentation skills for end-of-course and SAT essay writing. Furthermore, students learn to analyze and assess media and speeches, while refining presentation and discussion abilities.

English Language Development ELD 9 A/B CP (Online – iLit)

HS1130/HS1131 *9th Grade*

Credits: 10 *CSU/UC Approved for "B"*

This course, which adheres to the California Common Core English standards, intends to equip students for life outside the classroom, building college, career, and citizenship readiness. Focused on text complexity, the course covers narrative, plays, dramas, poetry, informational texts, including articles, websites, videos, and other supplemental reading. Students will gain literacy skills by challenging their critical thinking, reasoning, and evidence-collection skills. Students write essays that focus on thematic structure, sentence variety, and voice. Students can express their ideas in meaningful and relevant ways, while learning the technical aspects of language. English 9 iLit serves as the foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

English Language Development ELD 10 A/B CP (Online – iLit)

HS1132/HS1133 *10th Grade*

Credits: 10 *CSU/UC Approved for "B"*

This course, which adheres to the California Common Core English standards, intends to equip students for life outside the classroom, building college, career, and citizenship readiness. Focused on text complexity, the course covers narrative, plays, dramas, poetry, informational texts, including articles, websites, videos, and other supplemental reading. Students will gain literacy skills by challenging their critical thinking, reasoning, and evidence-collection skills. Students write essays that focus on thematic structure, sentence variety, and voice. Students can express their ideas in meaningful and relevant ways, while learning the technical aspects of language. English 10 iLit serves as the foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

English Language Development ELD 11 A/B CP (Online – iLit)

HS1145/HS1146 *11th Grade*

Credits: 10 *CSU/UC Approved for "B"*

This course, which adheres to the California Common Core English standards, equips students for life outside the classroom, building college, career, and citizenship readiness. Focused on text complexity, the course covers narrative, plays, dramas, poetry, informational texts, including articles, websites, videos, and other supplemental reading. Students will gain literacy skills by challenging their critical thinking, reasoning, and evidence-collection skills. Student writing assignments focus on exploring thematic structure, sentence variety, and voice. Students can express their ideas in meaningful and relevant ways, while learning the technical aspects of language. ELD 11, using iLit, serves as a foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

English Language Development ELD 12 A/B CP (Online – iLit)

HS1147/HS1148 *12th Grade*

Credits: 10 *CSU/UC Approved for "B"*

This course, which adheres to the California Common Core English standards, equips students for life outside the classroom, building college, career, and citizenship readiness. Focused on text complexity, the course covers explanatory and argumentative writing, poetry, informational texts, including articles, websites, videos, memoirs, and other supplemental reading. Students will gain literacy skills by challenging their critical thinking, reasoning, prediction, and evidence-collection skills. Student writing assignments focus on supporting claims, author's purpose, descriptive details, sentence variety, and tone. Students can express their ideas in meaningful and relevant ways, while learning the technical aspects of the English language. ELD 12, using iLit, serves as a foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

English – Electives

Students may be required to attend a small group instruction class while taking any of the following classes

Academic Language Development 1/2

HS90291/HS90292 *11th grade*

Credits: 10

This course is designed to hone and enhance students' language skills by focusing on developing reading, writing, listening, and speaking skills. By focusing on concepts, such as breaking down a prompt or annotating a text piece, this curriculum will help students deepen their critical thinking and grow their proficiency in academic and professional communication.

Basic Writing Skills CP (Online – Edmentum)

HSED9122 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

In this course, students will study the fundamentals of grammar and sentence construction. They will be introduced to various techniques aimed at enhancing their writing skills, such as organizing ideas effectively and structuring their writing appropriately. Each unit in the course is designed to build upon the previous one, providing a solid foundation in basic grammar and writing skills. By the end of the course, students will have the ability to compose well-constructed paragraphs that adhere to the conventions of English and grammar. Additionally, they will acquire knowledge on pre-planning their writing, including techniques like brainstorming and outlining ideas.

Creative Writing CP (Online – Edmentum)

HSED9053/HSES477 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

By the end of this course, students will be able to list various genres of creative writing and explain how to begin the process of writing, identify the key elements of various forms of personal narratives, identify and describe the key elements of a short story, demonstrate effective dialogue-writing skills and apply various literary techniques in writing short prose, describe various elements of long prose and identify the different types of narrative styles, describe various literary techniques used in poetry and identify poetry's different forms, identify the different forms of theater and describe key elements in writing for theater, describe various aspects of stage direction and temporal techniques in writing for theater, and describe the key elements in writing for younger audiences.

Creative Writing A/B (Bright Thinker)

HSBT1009/HSBT1010 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Creative Writing fosters students' creativity and their ability to engage with the world through writing. Through diverse exercises, students develop skills in expressing themselves creatively across various domains such as reflection, interpretation, evaluation, synthesis, persuasion, controversial issues, and experimentation. Students will practice various forms of creative expression including fiction writing, short stories, poetry, and drama.

Critical Literacy

HS65C *9th–12th Grade*

Credits: 5

Students will gain reading and writing skills through the acquisition of new thinking skills, including Metacognition, Active Reading Strategies, Mind Mapping, Think-Alouds, personal and critical oral responses, and reading. In addition, students will complete an independent reading assignment from the California Approved Book List that is at the student's reading level. The culminating projects will be a Book Talk and Book Review, as well as a Literary Autobiography, all of which will demonstrate the students' growth over the course of the class.

English Foundations A/B (Online – Freckle)

HS1203/HS1204 *9th-12th Grade*

Credits: 10

English Foundations is a digital course that is a part of the Renaissance Learning platform. Utilizing diagnostic data, the program creates a unique compilation of concepts that targets each students' specific instructional level, academic needs, and growth goals. The coursework includes individualized tutorials, practice, mastery quizzes , and progress checks. Students complete a set of skills to earn a unit. The goal is to provide support and help to increase student's English/Language Arts, testing, and technology skills.

English Language Development ELD Newcomer A/B (Online – iLit)

HS1138/HS1139 *9th-12th Grade*

Credits: 10

This course intends to equip students for life in and out of the classroom with developing beginning English skills. Focused on building basic communication and literacy skills in English, newcomer students are initially assessed to determine what knowledge of English a student may already have, if any. The curriculum is adjusted to meet those individual linguistic needs in teaching: phonics and phonemic awareness, oral language, fluency, grammar structures, writing construction, and reading comprehension. iLit for Newcomers serves as the foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

English Language Development ELD 9 A/B CP (Online – iLit)

HS90151/HS90152 *9th Grade*

Credits: 10

This course, which adheres to the California Common Core English standards, intends to equip students for life outside the classroom, building college, career, and citizenship readiness. Focused on text complexity, the course covers narrative, plays, dramas, poetry, informational texts, including articles, websites, videos, and other supplemental reading. Students will gain literacy skills by

challenging their critical thinking, reasoning, and evidence-collection skills. Students write essays that focus on thematic structure, sentence variety, and voice. Students can express their ideas in meaningful and relevant ways, while learning the technical aspects of language. English 9 iLit serves as the foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

English Language Development ELD 10 A/B CP (Online – iLit)

HS90153/HS90154 *10th Grade*

Credits: 10

This course, which adheres to the California Common Core English standards, intends to equip students for life outside the classroom, building college, career, and citizenship readiness. Focused on text complexity, the course covers narrative, plays, dramas, poetry, informational texts, including articles, websites, videos, and other supplemental reading. Students will gain literacy skills by challenging their critical thinking, reasoning, and evidence-collection skills. Students write essays that focus on thematic structure, sentence variety, and voice. Students can express their ideas in meaningful and relevant ways, while learning the technical aspects of language. English 10 iLit serves as the foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

English Language Development ELD 11 A/B CP (Online – iLit)

HS90192/HS90193 *11th Grade*

Credits: 10

This course, which adheres to the California Common Core English standards, equips students for life outside the classroom, building college, career, and citizenship readiness. Focused on text complexity, the course covers narrative, plays, dramas, poetry, informational texts, including articles, websites, videos, and other supplemental reading. Students will gain literacy skills by challenging their critical thinking, reasoning, and evidence-collection skills. Student writing assignments focus on exploring thematic structure, sentence variety, and voice. Students can express their ideas in meaningful and relevant ways, while learning the technical aspects of language. ELD 11, using iLit, serves as a foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

English Language Development ELD 12 A/B CP (Online – iLit)

HS90194/HS90195 *12th Grade*

Credits: 10

This course, which adheres to the California Common Core English standards, equips students for life outside the classroom, building college, career, and citizenship readiness. Focused on text complexity, the course covers explanatory and argumentative writing, poetry, informational texts, including articles, websites, videos, memoirs, and other supplemental reading. Students will gain literacy skills by challenging their critical thinking, reasoning, prediction, and evidence-collection skills. Student writing assignments focus on supporting claims, author's purpose, descriptive details, sentence variety, and tone. Students can express their ideas in meaningful and relevant ways, while learning the technical aspects of the English language. ELD 12, using iLit, serves as a foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

English Readiness A/B

HS10RA/HS10RB *9th–12th Grade*

Credits: 5-10

English Readiness is a standards-based modular course designed to remediate the student on 9th and 10th grade English/Language Arts standards. These modules, based on the twenty ELA power standards as identified by the school, can be assigned as needed where the instructor is able to detect a deficiency with a student's particular skill set. Each module focuses on one or two standards and will greatly increase the student's ability to comprehend and master each standard. All work is done in the workbook with some use of the Internet to reinforce certain concepts. A student can complete 5 modules per semester and can complete each module only once.

Gothic Literature CP (Online – Edmentum)

HSED9167 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

This one-semester course has 14 lessons, plus five Course Activities. Each lesson contains one or more Lesson Activities. It explores different conventions, themes, and elements of Gothic literature through the analysis of representative literary works, such as Emily Dickinson's poems about mortality and spirituality, Robert Louis Stevenson's classic Gothic novella Strange Case of Dr. Jekyll and Mr. Hyde, Edgar Allan Poe's Gothic short stories, Bram Stoker's Dracula, Robert Browning's Gothic poems, Percy Bysshe Shelley's Gothic drama, *The Cenci,* Mary Shelley's classic Gothic novel, *Frankenstein*, Gothic parodies and Gothic subgenres, and modern Gothic literature.

Literary Genres A/B (Bright Thinker)

HSBT1012/HSBT1013, HSTB1012D/HSBT1013D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Literary Genres, a senior-level course, delves into diverse literary works for exploration and analysis. Beginning with a grammar review, students proceed to examine rhetorical and literary devices, alongside a brief overview of major literary forms. They encounter a range of fiction, including selections like The Canterbury Tales, various mythologies, Beowulf, Hansel and Gretel, Dracula, and Edgar Allan Poe's "The Masque of the Red Death." Shakespearean play excerpts deepen understanding of drama, while timeless poems by poets such as Robert Frost, Emily Dickinson, Walt Whitman, and Lord Byron are explored. Comparisons between speeches by Barack Obama and Ronald Reagan aid in analyzing persuasive texts. The course culminates in an exploration of perspective within nonfiction texts like diaries and autobiographies.

Multicultural Literature

HS10ML *9th–12th Grade*

Credits: 5

This course will expose students to a variety of authors and stories from around the world. Students will explore each story in depth by completing various activities that will challenge their thinking and open them up to new ways of learning. Through the reading selections, students will be exposed to the various cultures contained with each country. Throughout the five units, students will study various genres from all reaches of the world, which will help them to understand how literature can help them understand regionalism.

Mythology and Folklore CP (Online – Edmentum)

HSED9169, HSES505 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

This one-semester course is designed to introduce students to a wide range of myths, legends, and folklore from different cultures around the world. The course consists of 15 lessons and includes five Course Activities. Each lesson is composed of one or more Lesson Activities. In the Mythology and Folklore course, students will explore and describe myths associated with the creation of the world, natural elements, and the destruction of the world. They will also analyze and identify the main characters in dynastic dramas, love myths, and epic legends, delving into the details of their respective journeys. Additionally, students will trace the evolution of folklore and examine and describe folktales from various regions across the globe.

Poetry

HS1032 *9th–12th Grade*

Credits: 5

Poetry offers a comprehensive study of the poetic form, elements of poetry, key literary genres, poem types as well as influential poets throughout the ages. Students will develop their ability to read and analyze poetry and decipher all varieties of poetic language. They will explore the historical origins of poetry in the English language that incorporates poets of the British Isles and North America. Students will write down a poetry log throughout the course where they can express their personal opinions about the poems they read. They will be able to write a thoughtful critical essay by the end of the semester that will demand the ability to incorporate their poetry learning into a detailed analysis of a poem or poetry subject.

Principles of English
HS10PE *9th–12th Grade*
Credits: 5
This course was created to help students review and master the key elements of the California content standards in language arts. As they review and master each standard, they will increase their competency in language arts and gain confidence in their abilities. The lessons are organized into reading and writing sections. The reading portions will help students review and master skills related to vocabulary, reading comprehension, and literary analysis via multiple-choice items. The writing portion of this course assesses three aspects of writing: strategies, applications, and English language conventions. For the writing portion, students will write two essays and answer multiple-choice items.

Reading Fiction
HS10RF *9th–12th Grade*
Credits: 5
In this course, students will engage with five novels: "The Westing Game," "The Catcher in the Rye," "Harry Potter and the Sorcerer's Stone," "The House of the Scorpion," and "To Kill a Mockingbird." Each unit will focus on exploring the significant events within each novel that contribute to the development of characters, themes, and settings. Additionally, students will have the opportunity to connect the themes of the novels to their own lives, drawing parallels and finding relevance in their personal experiences.

Science Fiction CP
HS6502 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*
In the Science Fiction CP course, students embark on a journey through the history of Science Fiction. Utilizing the textbook, "Decades of Science Fiction," which features a curated selection of classic stories, students trace the evolution of this genre from the pioneering works of H.G. Wells and Jules Verne to the present day. "Decades of Science Fiction" serves as a valuable resource, providing a historical timeline for each decade and introducing each chapter with a summary of the political, scientific, and literary events that were prominent during that time.As part of the course, students will also delve into the novel "The Halloween Tree" by Ray Bradbury and complete a novel assignment centered around his compelling work. This novel adds depth and perspective to their exploration of Science Fiction, offering a captivating story for analysis and interpretation.


Structure of Writing CP (Online – Edmentum)
HSED1021, HSES379 *9th–12th Grade Credits: 5* *CSU/UC Approved for "G"*
Structure of Writing is a course that focuses on the principles of grammar and effective writing, emphasizing their practical application. In this course, students engage in learning about various aspects, including sentence types, punctuation marks, and essential grammar rules such as subject-verb agreement and tenses. They also explore the proper usage of different parts of speech and gain an understanding of concepts like parallel structure in sentences while identifying and correcting run-on sentences. Lastly, students are introduced to the development of paragraphs and essays, equipping them with essential skills for effective written communication.

Writing Skills
HS1028 *9th–12th Grade*
Credits: 5
This course is intended to improve grammar and build writing skills. Students will review some basic grammar concepts and learn how to relate this to building solid paragraphs. They will then use these new skills to learn to write whole five paragraph essays that are technically and grammatically sound. Students will learn a new model for writing an essay and will then learn how to implement into writing various types of essays.



High School Math – Core Classes

Students may be required to attend a small group instruction class while taking any of the following classes

Algebra 1A1/1A2, 1B1/1B2 CP (2 year course)
HS2IA1/HS2IA2, HS2IB1/HS2IB2 *9th Grade*

Credits: 20 *CSU/UC Approved for "C"*

The extended 2-year Algebra course offers a comprehensive exploration of fundamental Algebra concepts. The course begins with a thorough review, ensuring a solid understanding of key principles such as variables, exponents, properties of real numbers, and solving linear equations and inequalities. Students then progress to mastering the graphing of linear equations and inequalities in two variables, as well as determining slopes and equations of lines. In the subsequent phase, students delve into subtracting, multiplying, and dividing polynomials, along with exploring concepts like the quotient rule and scientific notation. The focus then shifts to factoring, encompassing both the understanding of factoring techniques and their practical applications in real-world scenarios. The course further equips students with the ability to manipulate rational expressions, navigate complex fractions, solve rational equations, and comprehend direct and indirect variations. Students also engage in solving linear equations, reinforcing their problem-solving skills. As the course progresses, students undertake a comprehensive review of graphing, emphasizing key terms and line equations. The units cover a range of topics, including the application of linear systems, solving linear inequalities, equations, inequalities, and absolute value. The course culminates in the study of graphing quadratic equations and functions, providing students with a solid foundation in this essential area of Algebra.

Algebra 1 A/B CP

HS2040/HS2041 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "C"*

Aligned to Common Core Standards, this course will introduce students to and promote mastery of algebraic concepts such as using data to derive linear equations, solving systems of linear equations, examining rates of change problems with their related graphs, problems with exponents, and quadratic functions. Students will use application problems to gain a better understanding of how algebraic concepts apply in a real world environment. In addition, students will periodically review other important mathematical topics such as formulas from geometry, measurement conversions, calculating probabilities, and hypothesis testing.

Algebra 1 A/B CP

HS2075/HS2076 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "C"*

In Algebra 1A CP, students begin their study by exploring one-variable statistics. They gather and display data, and interpret statistical results. From here, students transition to expanding their understanding of linear equations, inequalities, and systems. They write rearrange, evaluate, and solve equations and inequalities fluently; explain or validate their reasoning; use multiple representations to model relationships and constraints; write and graph equations in different forms; and reason abstractly about real-world situations. Finally, students study two-variable statistics. They create scatter plots and their lines of best fit, use residuals and the correlation coefficient, interpret data, and differentiate between correlation and causation. In Algebra 1B CP, students begin with the study of functions. They represent, interpret, and communicate about functions—using function notation, domain and range, average rate of change, and other features of their graphs They encounter several families of functions, including linear, exponential, quadratic, piecewise-defined, and absolute value. Students extend their ability to use equations to model relationships and solve problems. They develop their capacity to write, transform, graph, and solve equations—by reasoning, rearranging equations into useful forms, and applying the quadratic formula. Students investigate real-world and mathematical contexts, examine the structural attributes of the function, and express the function using multiple representations.

Algebra 1 A/B GR

HS2087/HS2088 *9th–12th Grade*

Credits: 10

Algebra 1 focuses on building students' understanding of algebraic expressions and the relationships between quantities. They work with fractions, absolute value, and linear equations and inequalities in one variable. Students learn to represent and solve equations and inequalities in both mathematical and real-world contexts, explaining their reasoning throughout. The course then extends to linear equations and inequalities in two variables, where students use multiple representations and reason about real-world situations. Different types of activities, including Explore, Skills & Concepts, and Real-World Application, are used to help students understand and apply mathematical concepts, develop fluency, and demonstrate their ability to apply math to novel situations.

Algebra 1 A/B CP CP (Online – Edmentum)

HSED2001/HSED2002, HSES185/HSES186

Credits: 10

Algebra is a branch of mathematics that employs symbols to represent numbers and describe relationships. In Algebra 1, students embark on an exploration of these mathematical relationships, developing skills in reasoning with equations and inequalities, graphing, understanding functions, and applying mathematical modeling. The course builds upon students' existing knowledge of variables, exponents, expressions, and algebraic terminology, enabling them to apply algebraic concepts to real-world contexts. Throughout the course, students engage in problem-solving activities that reinforce their understanding of algebra and its practical applications.

9th–12th Grade
CSU/UC Approved for "C"

Algebra A/B (Bright Thinker)

HSBT2001/HSBT2002, HSBT2001D/HSBT2002D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "C"*

Algebra I serves as a foundational course for high school math. Unit 1 includes a review of basic math skills to ensure students are prepared for algebraic concepts. Throughout the course, students develop competence in solving expressions, functions, and equations using formulas, ratios, proportions, percentages, and rates. Additional topics cover exponents, scientific notation, polynomials, trinomials, multi-step inequalities, slope formulas, and systems of equations and inequalities. Students explore various methods for solving quadratic functions, including graphing, factoring, square roots, completing the square, and the quadratic equation. They also analyze and organize data and statistics using tables and graphs. Furthermore, students work with exponential, radical, and rational functions and equations. The course concludes by connecting algebraic concepts to geometry.

Algebra 2 A/B CP

HS2045/HS2046 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "C"*

This course aligns with the California Algebra 2 standards. This discipline complements and expands the mathematical content and concepts of Algebra I and Geometry. Students who master Algebra 2 will gain experience with algebraic solutions of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, and the complex number system.

Algebra 2 A/B CP (Online – Edmentum)

HSED2005/HSED2006, HSES187/HSES188 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "C"*

Algebra is a mathematical field that employs symbols to represent and generalize relationships instead of specific numbers. In Algebra 2, students will engage in performing operations on rational expressions and understanding the limitations and constraints associated with them. They will also delve into the analysis and graphical representation of polynomial functions. Additionally, Algebra 2 introduces students to complex numbers and provides opportunities to solve quadratic equations within the complex number system.

Algebra II A/B (Bright Thinker)

HSBT2003/HSBT2004, HSBT2003D/HSBT2004D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "C"*

Algebra II builds upon the foundation laid in Algebra I. After reviewing Algebra I concepts, students delve deeper into linear equations, inequalities, and functions. They explore matrices, apply Cramer's Rule to solve linear systems, and tackle graphs and equations of conic sections. Through graphing, factoring, and the quadratic formula, students solve quadratic equations, inequalities, and functions. They also study graphing, factoring, inverting, and solving polynomials, as well as solving rational expressions, radical expressions, fractional exponents, and rational inequalities. Additionally, students examine exponential and logarithmic functions, exploring their properties, transformations, and applications. Probability and data analysis are applied to determine probability and model data. The course concludes with an introduction to trigonometric concepts, preparing students for advanced study in trigonometry.

AP Calculus A/B CP (Online – Edmentum)

HSED2019/HSED2020 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "C"*

This course grounds the study of calculus in real-world scenarios and integrates it with the four STEM disciplines. The first semester covers functions, limits, derivatives and the application of derivatives. The course goes on to cover differentiation and antidifferentiation, applications of integration, inverse functions, and techniques of integration.

9th–12th Grade CSU/UC Approved for "C"

AP Computer Science Sem A CP (Online – Edmentum)

HSED2028

Credits: 5

In AP Computer Science Sem A, students will describe the basic concepts of computer programming. They will compile and run a simple Java program. They will use arithmetic, relational, and logical operators. They will implement algorithms, and use different types of loop and decision-making statements. They will create and use classes. Students will create and manipulate one-dimensional and two-dimensional arrays. They will perform sequential search, binary search, selection sort, and insertion sort on an array. They will explain and implement object-oriented programming design. You will implement inheritance, polymorphism, and abstraction. Further, you will describe privacy and legality in the context of computing.

Geometry A/B CP

HS2038/HS2039 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "C"*

The ultimate goal of this course to extend students prior learning from middle school geometry to more formal geometric proofs that use rigid motions and their precise definitions, the study to figures on the Euclidean Plane, the connection of algebraic function to geometry and the study of trigonometry concerning right triangles and circles. Students will further their learning of rigid motions, translation, rotation and reflection, and begin to prove congruence with the use of them. They will develop proofs using rigid motions developing and utilizing precise definitions. They will then extend these definitions and proofs to solve problems about triangles, quadrilaterals and other polygons.

Geometry A/B GR

HS2089/HS2090 *9th–12th Grade*

Credits: 10

Geometry GR's first semester focuses on mastering fundamental geometry concepts. Students learn nomenclature, drawing techniques, and algebraic methods to measure shapes. They explore linear equations, properties of lines, and use geometric reasoning to solve problems. Rigid transformations serve as proofs for congruency, while deductive reasoning and geometric proofs are introduced. The study of similarity involves scale factors and missing measurements. Triangles, including Special Right Triangles, are extensively covered, alongside an introduction to trigonometry. The second semester delves into circles, conic sections, three-dimensional geometry, real-world applications, and probability. Topics include measures of circles, tangents, chords, conic equations, solid shapes, and probability scenarios.

Geometry A/B CP (Online – Edmentum)

HSED2003/HSED2004, HSES189/HSES190 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "C"*

Geometry is a mathematical discipline that utilizes logical reasoning to establish relationships among points, lines, surfaces, and solids. In Geometry, students delve into this field by examining rigid and non-rigid transformations of figures in the coordinate plane, allowing them to establish congruence and similarity between triangles and other shapes. They also learn to prove theorems pertaining to lines, angles, triangles, and parallelograms, and develop skills in constructing geometric figures using traditional tools and modern technology. The course culminates in an exploration of trigonometry, where students apply their understanding of triangles to investigate various mathematical concepts.

Geometry A/B (Bright Thinker)

HSBT2005/HSBT2006, HSBT2005D/HSBT2006D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "C"*

This course focuses on two-dimensional Euclidean geometry and solid geometry, fostering the development of logical reasoning skills applicable in various life situations. Beginning with basic concepts such as line segments and angles, students progress to conditional statements, geometric and algebraic proofs, and line relationships. They explore polygons, including triangles, quadrilaterals, and circles, and learn about key geometric concepts like the Pythagorean Theorem and the relationship of pi (π) to circumference and area in a circle. In solid geometry, students study how to calculate area and volume for prisms, cylinders, pyramids, cones, and spheres. They apply geometric skills in working with ratios, similarities, transformations, and symmetry before concluding with an introduction to the fundamentals of trigonometry.

Integrated Math 1 A/B CP

HS2042/HS2043, HS2081/HS2082 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "C"*

9th–12th Grade
CSU/UC Approved for "C"

In this course, Integrated Math 1, students will investigate topics from Algebra and Geometry. The first semester will focus on Algebra 1. The second semester will begin with Statistics and Probability and move on to topics found in Geometry. This course will help students develop a basic understanding of linear functions and geometric transformations. The first semester will have a primary focus on linear functions, equations and inequalities. Students will learn the various forms of linear equations (standard form, slope-intercept form and point-slope form) and represent these functions through different means: equation, table, graph, and real life situation. Students will make connections between these representations and decide which approach is best when encountering various types of problems.

Integrated Math 1 A/B CP (Online – Edmentum)

HSED2013/HSED2014
Credits: 10

These two semester-long courses are designed to enable all students at the high-school level to develop a deep understanding of the math objectives covered and leave them ready for their next steps in mathematics. The courses are built to the Common Core State Standards. The three units in Semester A advance students through the study of single-variable expressions to systems of equations, while Semester B covers functions, advanced functions, and concludes with a practical look at the uses of geometry and trigonometry.

Integrated Math 2 A/B CP

HS2055/HS2056 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "C"*

This Integrated Math 2 course covers algebra, geometry and probability topics such as: performing operations on polynomials, graphing and solving quadratic and exponential functions/inequalities, using postulates and theorems to create two-column proofs to explore properties of angles, triangles and similar shapes, volume and surface area and calculating probabilities. Throughout the course, students will use close reading skills to make sense of problems and apply critical thinking to construct arguments and justify reasoning. Each unit will require students to apply the skills they have learned to model real-world mathematical phenomena and create multiple representations of key concepts. By the end of the course students will have developed mastery in the core topics and will have further developed skills in quantitative reasoning, constructing viable arguments and choosing appropriate tools to make sense of and model mathematical concepts.

Integrated Math 2 A/B CP (Online – Edmentum)

HSED2015/HSED2016 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "C"*

Building on the concepts covered in Integrated Math 1, these courses are based on proven pedagogical principles and employ sound course design to effectively help students master rules of exponents and polynomials, advanced single-variable quadratic equations, independent and conditional probability, and more. Online and offline activities combine to create an engaging learning experience that prepares high school learners for their next step in their studies of mathematics.

Integrated Math 3 A/B CP

HS2057/HS2058 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "C"*

Integrated Math 3 is the third course in the high school integrated math sequence and build upon concepts and topics from Integrated Math 1 and 2. In this course, students will explore and analyze polynomial, exponential, logarithmic, radical, rational, and trigonometric functions using appropriate tools (e.g. Fundamental Theorem of Algebra, properties of exponents, function transformations, etc) and technology (e.g. graphing calculators, spreadsheets, online resources, etc.). Students will learn how to communicate data visually and numerically and will discover how various features relate to different types of data and probability distributions. They will also expand their understanding of measurement in two- and three-dimensions with geometric modeling and application.

Integrated Math 3 A/B CP (Online – Edmentum)

HSED2017/HSED2018 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "C"*

Beginning with the simplification of rational and polynomial expressions, Semester A takes students through the next steps in mastering the principles of integrated math. These two semester-long courses focus on meeting Common Core objectives with engaging and interactive content. Semester B begins with the derivation of the trigonometric formula for the area of a triangle, and proceeds through the use of functions and on developing the critical thinking skills necessary to make logical and meaningful inferences from data.

9th–12th Grade CSU/UC Approved for "C"

Precalculus A/B CP (Online – Edmentum)

HSED2007/HSED2008, HSES191/HSES192 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "C"*

Precalculus is a comprehensive course that covers the foundations of calculus, analytical geometry, and trigonometry. Students will delve into various topics in Precalculus, including conic sections, matrices, sequences, induction, and probability, and learn to apply this knowledge to real-world scenarios. The course also introduces fundamental concepts of calculus, such as function limits and the concept of area under a curve.

Precalculus A/B (Bright Thinker)

HSBT2007/HSBT2008, HSBT2007D/HSBT2008D
Credits: 10

Precalculus covers a broad range of mathematical concepts aimed at preparing students for calculus or other college-level math courses. It begins with a review of number properties, factoring, the quadratic formula, and the Cartesian coordinate system to ensure students are well-prepared for advanced topics. Students utilize graphing calculators to plot graphs and solve equations. They explore various topics including parent functions, transformations, even and odd functions, domain and range, linear functions, regression, correlation, quadratic functions, polynomials, asymptotes, exponential, logistic, and logarithmic functions. Trigonometric studies encompass angle measurement, arc length, functions, reciprocal and quotient identities, Pythagorean identities, sines, and cosines. Sequences and series are covered before examining conic sections and vectors, followed by investigations into parametric and polar equations.

Probability and Statistics CP (Online – Edmentum)

HSED2023 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "C"*

In this course, students will learn to represent and interpret data using various graphical displays such as dot plots, histograms, box plots, two-way frequency tables, and scatter plots. They will also study normal distributions and develop an understanding of the difference between correlation and causation. The course will cover topics like determining conditional probability, assessing independence of events, and applying counting techniques and probability rules to calculate probabilities. Students will also evaluate different data collection methods and statistical models, including simulations. The course concludes by discussing the use of probability models in real-life situations involving both payoff and risk.

High School Math – Electives

Students may be required to attend a small group instruction class while taking any of the following classes

Accounting A/B CP (Online – Edmentum)

HSED9089/HSED9090, HSES482/HSES483 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
This course is intended to help students familiarize themselves with the basics of accounting and accounting functions specific to different kinds of businesses. This course covers the fundamentals of bookkeeping and financial statements. It also covers career opportunities and the key government regulations in the accounting field.

Basic Math A/B

HS2001/HS2002 *9th–12th Grade*
Credits: 10
Basic Math is a one-year course that prepares students for success in the Pre-Algebra program. Basic Math A begins with a review of basic operations such as addition, subtraction, multiplication, and division. It then delves into factorizations, fractions and fractional notations. Students also experience an understanding of order of operations, decimal notation, and estimation. Basic Math A concludes with an emphasis on ratio and proportion and their geometric application. Basic Math B begins with several lessons on percent notation including application to tax rate, discounts, and simple and compound interest. Students also explore central tendencies of data and learn of the various graphical representations of such data. Students delve into the relationship between the American Measurement Systems and the Metric System. Basic Math B concludes with an introduction to basic geometry as well as properties of real numbers.

Business and Consumer Mathematics (Online – Edmentum)

HSES284 *9th–12th Grade*
Credits: 5
This course explores practical mathematics skills that can be applied in everyday life. Students will learn about budgeting, managing bank accounts, and calculating the cost of goods or services. They will also gain knowledge about taxes, payroll deductions, and the concepts of investing and borrowing money. The course aims to equip students with the ability to make informed decisions regarding purchasing or renting a home or car, as well as understanding the importance of insurance in protecting their investments. Additionally, students will study economics, delving into the creation, distribution, and consumption of goods and services. The course highlights the impact of economics on individuals and its significance on a national scale.

Business Math

HS2007 *9th–12th Grade*
Credits: 5
This course is designed to strengthen the student's basic skills in personal and business math. Students learn how to figure income tax and comparative shop. They will learn the basics of starting and running a business and practice such real-world scenarios as paying employees, figuring insurance costs, and calculating travel expenses and training costs. Students will also learn about the costs of production and purchasing, work with sales, warehousing, distributing, and marketing devices, and handle general accounting schemes.

Consumer Mathematics CP (Online – Edmentum)

HSED9138 *9th–12th GradeC*
Credits: 5 *CSU/UC Approved for "G"*
In this course, students will learn practical applications of math. They will learn how to plan a budget, manage bank accounts, and figure the cost of a good or service. They will also learn about taxes, payroll deductions, and how to invest and borrow money. This course will help students make informed decisions about buying or renting a home or car and teach them how to protect their purchases and investments with insurance. Finally, they will study economics, or the science of the creation, distribution, and consumption of goods and services. They will see how economics affects them as an individual and how it affects the country as a whole.

Financial Mathematics A/B CP (Online – Edmentum)

HSED2021/HSED2022 9th–12th Grade Credits: 10 CSU/UC Approved for "G"
Financial Mathematics, Semester A, is a single-semester course designed to introduce students to the basics of financial algebra. This course includes lessons that focus on planning for expenses and developing financial goals. Students will learn to use algebraic

expressions that model growth that's due to interest. They will also describe investments in terms of their cost, risks, and returns. Financial Mathematics, Semester B, is a single-semester course designed to provide insight into some advanced concepts of financial algebra. In this course, students will see how businesses achieve profits through proper financial planning. Students will examine the benefits and consequences of using credit cards and taking out loans. They'll also describe the procedures for filing taxes and identify taxes levied on various investments.

Math Foundations A/B (Online – Freckle)

HS2059/HS2060 *9th-12th Grade*

Credits: 10

English Foundations is a digital course that is a part of the Renaissance Learning platform. Utilizing diagnostic data, the program creates a unique compilation of concepts that targets each students' specific instructional level, academic needs, and growth goals. The coursework includes individualized tutorials, practice, mastery quizzes , and progress checks. Students complete a set of skills to earn a unit. The goal is to provide support and help to increase student's English/Language Arts, testing, and technology skills.

Math Models A/B (Bright Thinker)

HSBT2011/HSBT2012, HSBT2011D/HSBT2012D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

The Math Models course applies mathematical concepts to practical scenarios. Beginning with a basic math review, it covers geometry, probability, statistics, and problem-solving. Students learn to collect and analyze data using graphs and models applicable across various disciplines like science, trigonometry, art, architecture, and music. They utilize theoretical, empirical, and binomial probability to predict outcomes. Additionally, students use math models to comprehend personal finance topics such as compensation, budgeting, taxes, bank accounts, and compound interest. Analyzing credit cards, housing options, vehicle choices, investments, and insurance empowers students to make informed consumer decisions.

Math Readiness A/B/C/D

HSMM01/HSMM02/HSMM03/HSMM04 *9th–12th Grade*

Credits: 5-20

Math Readiness is a standards and concepts-based modular course designed to remediate the student on various levels of math standards. These modules are designed to be assigned as needed where the instructor is able to detect a deficiency with a student's particular skill set. Each module focuses on one or two math concepts and will greatly increase the student's ability to comprehend and master each concept. All work is done in the workbook with some use of the Internet to reinforce certain concepts. A student can complete 5 modules per semester and can complete each module only once.

Personal Finance

HS2030 *9th–12th Grade*

Credits: 5

Personal Finance is a real-world application for basic math skills that will cover a wide range of topics. This course will give students a basic understanding of personal finance management by covering topics such as gross pay, net pay, taxes, budgeting, and types of bank accounts. Students will also learn how to shop by comparing base price, unit price, and net price. In addition, this course shows students how interest can be used for the consumer (in the case of savings) or against them (in the case of credit card debt). Students will also gain an understanding of the monetary considerations when buying a house or car.

Personal Finance (2025)

HS2520 *9th–12th Grade*

Credits: 5

Personal Finance is a real world application for basic math skills that will cover a wide range of topics. This course will give students a basic understanding of personal finance management by covering topics such as gross pay, net pay, taxes, budgeting, and types of bank accounts. Students will also learn how to shop by comparing base price, unit price, and net price. In addition, this course shows students how interest can be used for the consumer (in the case of savings) or against them (in the case of credit card debt). Students will also gain an understanding of the monetary considerations when buying a house or car.

Personal Finance CP (Online – Edmentum)

HSED9004, HSES289 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

Personal Finance is a real-world application for basic math skills that will cover a wide range of topics. This course will give students a basic understanding of personal finance management by covering topics such as gross pay, net pay, taxes, budgeting, and types of bank accounts. Students will also learn how to shop by comparing base price, unit price, and net price. In addition, this course shows

students how interest can be used for the consumer (in the case of savings) or against them (in the case of credit card debt). Students will also gain an understanding of the monetary considerations when buying a house or car.

Pre-Algebra A/B

HS2015/HS2016 *9th–12th Grade*

Credits: 10

Pre-Algebra A helps to build students' foundational skills for entry into the Algebra course. Pre-Algebra A begins with a review of integers and the order of operations. Students are then introduced to variables and simple equations as well as solving application problems. Emphasis is then placed on solving problems with fractions with application to basic geometry. Pre-Algebra A concludes with solutions of decimal problems. Pre-Algebra A helps to build students' foundational skills for entry into the Algebra course. Pre-Algebra A begins with a review of integers and the order of operations. Students are then introduced to variables and simple equations as well as solving application problems. Emphasis is then placed on solving problems with fractions with application to basic geometry. Pre-Algebra A concludes with solutions of decimal problems. Pre-Algebra B begins with an introduction to a three-dimensional surface area (volume). Students then progress into comprehensive work with percents and measurement systems. Measurement systems are related to the various types of graphs. Pre-Algebra B concludes with the product rule, power of exponents, and multiplying polynomials.



High School Social Science – Core Classes

Students may be required to attend a small group instruction class while taking any of the following classes

American Government CP (Online – Edmentum)

HSED3005, HSES170 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "A"*

American Government is the study of the founding principles of democracy in the United States, the structures and details of how the government functions, and the role of the individual citizen in participating in that democracy. In American Government, students will learn about the principles and events that led to the founding of the United States in the eighteenth century. They will examine how the operations of the government are spread among three branches of government and distributed between the national, state, and federal levels. The course will explore the role of the individual citizen in the operations of the government and apply these concepts to understand the concrete areas of foreign, domestic, and economic policy. Students will use timelines to gain an understanding of how events link to each other and to the structures of government that exist today. They will analyze historical documents to gain a firsthand sense of how government structures were designed. By gathering evidence from relevant documents and historical texts, students will develop credible explanations of how and why the government exists as it does. They will express their viewpoints on the operations of government by writing essays and creating presentations about topics relevant to modern US citizens.

AP US History A/B CP (Online – Edmentum)

HSED3007/HSED3008, HSES173/HSES174 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "A"*

This course develops critical thinking skills by encouraging multiple views as students realized that there are often multiple accounts of a single historical event that may not be entirely consistent. Electronic discussion groups encourage collaboration, and a variety of practice activities are provided, from multiple choice actions to advanced interactions. Units include: The Historical Process; Early America; Revolutionary America; The Civil War; Populism and Progressivism; the emergence of the U.S. as a world power; and contemporary themes.

Economics CP

HS3058 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

The goal of studying economics is to ensure that students make reasoned judgments about both personal and economic questions along with broader questions about economic policy. The course objective is to develop an economic way of thinking and problem solving in order to understand and apply basic economic principles to decisions made by consumers, businesses, our federal government, and participants in the global marketplace. Unit 1 will introduce students to the basic concepts of economics, while Unit 2 will cover Microeconomics looking at individuals and small businesses, while Unit 3, Macroeconomics will review the national economy as whole. Unit 4 will introduce them to the Federal Reserve's Invest in What's Next: LIFE AFTER HIGH SCHOOL program and have them research potential degrees & training in their post-secondary lives, while Unit 5 takes a look at the world's economic globalization. Each unit will have performance tasks related to current events by topic, and throughout the course, there will be two economics projects. The first one is related to an American entrepreneur and their business, chosen in Unit 1 and presented in Unit 2. The other is a multimedia research project about a global economic issue and its possible solutions. That topic is chosen in Unit 3, and will be presented in Unit 5 with the purpose of bringing together the course's overall economic concepts.

Economics GR

HS3051 *9th–12th Grade*

Credits: 5

This course provides an introduction to economics, a social science that studies the workings of an economy and people's role within it. It covers economic systems, choices available within those systems, and their importance in understanding the changing world. It explores various global economies in comparison to the American economy, emphasizing the free enterprise system. The laws of supply and demand are examined, along with their influence on competition, prices, and consumer behavior. The study of businesses highlights their contribution to the economy and how supply and demand laws affect worker wages and skills. The course also covers money, including its history, transfer, and impact, as well as monetary policy and the role of the Federal Reserve System in maintaining stability. Personal finance is integrated throughout to connect these topics to individual financial situations and goals. Lastly, banking, financial intermediaries, saving, and investing are explored, along with the importance of government spending, taxes,

and investment in supporting federal programs. The course provides guidance on becoming a smart consumer and making sound financial decisions.

Economics CP (Online – Edmentum)

HSED3006, HSES228 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

Economics is a social science that explores the creation, consumption, and exchange of goods and services. It encompasses both local and global perspectives, examining the interactions between buyers and sellers as well as a country's role in the international marketplace. By studying economics, individuals gain insights into the decisions and behaviors of people, industries, and governments. In Economics, students will learn about their role as consumers and the fundamental principles of the U.S. free-enterprise system, connecting it to the global market. The course will delve into the relationship between business, industry, and the nation's economy, as well as the interactions between industry and government. Students will explore the entrepreneurial process and the fluctuations in the business cycle. Additionally, they will study significant historical events related to labor laws and understand their responsibilities as consumers within an economic system.

Economics (Bright Thinker)

HSBT3006, HSBT3006D *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

The Economics course starts with an overview of fundamental principles related to the production, consumption, and distribution of goods and services within the free enterprise system. Students explore consumer and business rights and responsibilities, analyze the interplay between supply, demand, and price, and investigate the functions of financial institutions. Topics include types of business ownership, market structures, and basic consumer economics concepts. The course also examines the influence of various factors—including geography, government intervention, economic philosophies, historic documents, societal values, scientific discoveries, and technological innovations—on the national economy and economic policy. Students develop critical-thinking skills through creating economic models and assessing economic activity patterns. Additionally, they learn practical skills necessary for managing personal finances as independent adults, such as seeking college financial aid, responsible credit use, and financial account management.

US Government CP

HS3050 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "A"*

In this course, students will survey the scope of our government from its beginnings in early America, to its development, adaptation, structure, functions, and ultimately, its relevance in our democratic society. Students will learn about the foundations and unique characteristics of our democracy through reading original and transcribed founding documents, including, but not limited to: The Declaration of Independence, Articles of Confederation, and the U.S. Constitution. Students will examine the branches of the federal government and how they uphold the ideals regarding separation of powers and checks and balances. Influenced by Enlightenment philosophers, students will also analyze how the authors of the Constitution, a living document, drafted it in such a way as to allow for its adoption and application throughout the centuries. Students will also review key important Supreme Court cases and how they changed or helped create legislation protecting Americans' civil rights. Different levels of national, state and local governments along with the public services provided and public interests of their constituents will also be examined more closely, by students. They will also trace the election process and learn how public opinion can influence the government and its officials. Throughout this academic undertaking, students should be able to better comprehend the importance of active civic participation in this representative republic, the United States. in finishing this course, students will compare "American" democracy with other democracies/governments around the world, in the hope that they can distinguish similarities and differences, as well as understand United States engagement in foreign affairs.

US Government GR

HS3070 *9th–12th Grade*

Credits: 5

In this course, students will survey the scope of our government from its beginnings in early America, to its development, adaptation, structure, functions, and ultimately, its relevance in our democratic society. Students will learn about the foundations and unique characteristics of our democracy through reading original and transcribed founding documents, including, but not limited to: The Declaration of Independence, Articles of Confederation, and the U.S. Constitution. Students will examine the branches of the federal government and how they uphold the ideals regarding separation of powers and checks and balances. Influenced by Enlightenment philosophers, students will also analyze how the authors of the Constitution, a living document, drafted it in such a way as to allow for its adoption and application throughout the centuries. Students will also review key important Supreme Court cases and how they changed or helped create legislation protecting Americans' civil rights. Different levels of national, state and local governments along with the public services provided and public interests of their constituents will also be examined more closely, by students. They will also trace the election process and learn how public opinion can influence the government and its officials. Throughout this academic undertaking, students should be able to better comprehend the importance of active civic participation in this representative republic, the United States. in finishing this course, students will compare "American" democracy with other democracies/governments

around the world, in the hope that they can distinguish similarities and differences, as well as understand United States engagement in foreign affairs.

United States Government (Bright Thinker)

HSBT3005, HSBT3005D *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "A"*

U.S. Government begins by exploring American democracy, covering the purpose, types, origin, and formation of governments. Students delve into how colonial self-rule, English law, and weaknesses in the Articles of Confederation shaped the U.S. Constitution. They analyze the Constitution's principles and the federal system. The course also examines the purpose, powers, and relationships among key American institutions of self-government—Congress, Presidency, and the Judiciary—as well as federal, state, and local governments. Students learn about their civic responsibility to vote and engage in the governmental process. They gain insight into political parties, the evolution of the two-party system, and how public opinion and political ideology influence government decisions.

US History A/B CP

HS3043/HS3044 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "A"*

United States History A is a five-unit course in which students will examine United States History from the beginnings of America to the present. Students will begin with an examination of America's beginnings from the 1607 -1824. Students will then look at the growth, reform, and lasting effects associated with the Civil War. They will study how industry and immigration led to the Gilded Age from 1865-1914. Students will examine the progressive era from 1890 to 1920 to understand the drive for reform and several civil rights movements of this time. Additionally, they will study imperialism, conflict, and World War I from 1890 to 1920. United States History B is a five-unit course in which students will examine United States History from the 1920s to the present. Students will begin with an examination of the Roaring 20s, the Great Depression, and the New Deal from 1919-1941. Students will then look at the isolation, involvement, and the homefront during World War II and the Cold War from 1931 to 1960. They will study civil rights, protest, and change in America from 1945-1960. Students will examine the events that surrounded the Watergate years to understand the drive for reform and the lasting impacts of America's crisis in confidence from 1968-1980. Additionally, students will study the characteristics of the end of the 20th century and the challenges that face Americans in the 21st century.

US History A/B CP (Online – Edmentum)

HSED3003/HSED3004, HSES166/HSES167 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "A"*

US History is a course that focuses on the study of the events, people, and culture of the United States throughout history. In this course, students will learn about the process of historical inquiry and review the events and principles behind the founding of the United States. They will then apply historical inquiry to analyze societal issues, trends, and events from the Civil War through the Great Depression. Through the exploration of timelines and analysis of historical documents, students will develop an understanding of the connections between events and gain a firsthand sense of how they unfolded. By gathering evidence from relevant documents and historical texts, students will be able to develop credible explanations of events in US history. They will also evaluate change and continuity over time through the writing of essays and creation of presentations about broad periods of historical development.

World History A/B CP

HS3040/HS3041 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "A"*

Students in this course will explore various aspects of world history. They will examine the influence of democratic ideals and the Renaissance and Enlightenment periods on cultural and political movements worldwide. The course will delve into the development and consequences of revolutions in different parts of the world, as well as the impact of industrialization and imperialism. Detailed study will be given to World Wars I and II, including topics such as communism, totalitarianism, and the Holocaust. The Cold War, the Vietnam War, and the Korean War will also be analyzed. Students will investigate democratic reforms in Latin America and Europe following the Cold War, and analyze the politics of the Middle East in relation to current events. The course will also address contemporary global issues like terrorism and overpopulation. Assignments will involve various tasks such as essays, Internet activities, PowerPoint presentations, primary source analysis, and critical thinking exercises. In the second semester, the focus will be on continued imperialism, expanding capitalism, and global trade in the 19th and 20th centuries. The course will cover the causes of World War I, the global depression of the 1920s and 1930s, and the rise of nationalism in Germany, Japan, and Italy leading to World War II. The study will include the rise of communism and its influence in post-World War II era, as well as the dynamics of the Cold War and the shift in ideologies. Students will examine the geopolitical landscape, globalization, and the impact of technology in the 21st century. Throughout the course, connections between past events and present situations will be explored through current event analysis and engaging tasks. The culmination of the course will be a multimedia project in which students choose a world problem or issue and propose solutions to address it.

World History A/B CP

HS3060/HS3061 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "A"*

Semester A begins with a recap of ancient civilizations, the rise of religions and the creation of empires. This starts with a review of early Asian, African, and European cultures along with explorations of the Americas, the influences of the Renaissance and Enlightenment (1500s), and its ideals that caused social and political shifts in thought worldwide. The course looks at the rise of imperialism and colonialism, the nations' struggles with growing pains (1600s) and individual rights, conflicts and revolutions (1700s), and it concludes with the world rise of industrialization, civil wars, labor issues, and capitalism's influence on countries' and territories' growth and expansion (1800s). Each unit's background and task information and activities will attempt to connect the past to the present through a series of current event "quick writes" and engaging tasks. Through this interactive component, students should gain a better understanding of how countries' past decisions and actions have led to present situational accomplishments and crises around the world.



World History A/B CP (Online – Edmentum)

HSED3001/HSED3002, HSES168/HSES169 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "A"*

World History is a course that focuses on the study of the events, people, and culture of planet Earth throughout history. In this course, students will learn about the process of historical inquiry and review the events and principles of early civilizations. They will also apply historical inquiry to analyze societal issues, trends, and events from early civilizations to the modern world. Through the exploration of timelines, students will develop an understanding of the connections between historical events. The course will also delve into the development of writing, political and economic structures, transportation systems, and religious and cultural ideologies.



World History A/B (Bright Thinker)

HSBT3001/HSBT3002, HSBT3001D/HSBT3002D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "A"*

World History surveys the evolution of civilizations from ancient times to the present. It begins with key ancient civilizations like Mesopotamia, Egypt, China, and the foundational cultures of ancient Greece and Rome. Students explore developments in Africa, Asia, and Europe during the Middle Ages, including the impact of the Crusades. They'll learn how the Renaissance and Reformation paved the way for the Age of Reason and the Scientific Revolution. Events such as the American War of Independence and the French Revolution set the stage for the Industrial Revolution, which brought both progress and social upheaval. The course delves into the causes, events, and aftermath of the world wars, as well as the rise and fall of Communism. It concludes with an examination of developments that continue to shape contemporary global affairs.

High School Social Science – Electives

Students may be required to attend a small group instruction class while taking any of the following classes

American Dreamers A/B

HSAD01/HSAD02 *9th–12th Grade*

Credits: 10

This course details the lives and times of some of the most famous Americans of the 20th Century. Students will learn about various historical figures from public service, sports, arts and entertainment, business, and science and medicine. The student will explore the life of each person and learn how their dreams, their successes, and their failures helped to invigorate, inspire, and advance the American Dream during different phases of the 20th century.

Criminal Justice CP

HS3030 *10th–12th Grade*

Prerequisite: Teacher Approval

Credits: 5 *CSU/UC Approved for "G"*

Students will study the criminal justice system in America and its three basic components: police, courts, and corrections. The course begins with examining the concept of justice, and how this ideal relates to the everyday practice of criminal justice in the United States today. Students will then explore the history, activities, and legal environment surrounding the police. Students then build upon what they have learned by understanding the court, prisons, probation, and parole. Throughout these units students will be exposed to concepts that will allow them to come away from the course with a more informed position on criminal justice topics. This course will benefit those with interest in pursuing a criminal justice career or simply responding as more informed citizens.

Ethnic Studies

HS3545 *9th–12th Grade*

Credits: 5

This course explores the complexities of race, ethnicity, and culture in our society through an analytical lens on society, history, and more. It seeks to study the dominant narratives and expose students to a variety of perspectives and experiences that are often marginalized or unnoticed in mainstream media and education. Each unit addresses topics such as the power of words and voice in shaping society, intersectionality, culture and cuisine, impact of law on specific population groups, and so on. Through these studies, students will respectfully engage in learning activities that will cultivate and develop their knowledge and skills related to cultural competency, critical thinking, analysis, communication, historical and societal awareness, research, and empathy. By completing this course, students will develop a better understanding of society and be better equipped to navigate a diverse and interconnected world.

Ethnic Studies (Online – Edmentum)

HSED9210, HSES573 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

In one semester of five units, Ethnic Studies explores the history, culture, and experiences of different ethnic and racial groups. The course looks at the lives of Indigenous peoples, African Americans, Latin Americans, Asian Americans, and Pacific Islanders in the United States. By studying the experiences of people in these groups, you will develop a deeper understanding of their contributions, struggles, and achievements. In this course, you will explore the effects of historical as well as current laws and policies. Many laws and policies have focused on specific ethnic or racial groups in the United States. You will learn about the ways in which these groups have shaped and contributed to society. You will also explore the obstacles groups have faced while working to gain citizenship and equality. Through discussion, research, and projects, you will learn how the impacts of race, ethnicity, and identity lead people to have very different lives.

History of American Sports

HS3037 *9th–12th Grade*

Credits: 5

This course focuses on the history and cultural impact of the five major professional sports in America today: basketball, football, baseball, hockey, and soccer. Students will explore the intricate and colorful history of each sport beginning from its inception, through its early developmental stages, and into the current times. Students will learn about various athletes who have greatly impacted each sport. Students will also study how each sport has found a niche in American culture and will explore the future possibilities for each sport.

History of the Ancient World

HS8502 *9th–12th Grade*

Credits: 5

This course explores the major civilizations of ancient history and makes connections to how their beliefs and customs affect the modern world. The class begins with prehistory and the beginnings of man and continues through all of the fall of Rome. The focus of this course includes the ancient civilizations of the Fertile Crescent and Mesopotamia, Egypt and Nubia, India, China, Greece, and Rome.

Holocaust Studies CP (Online – Edmentum)

HSES462 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

Holocaust Studies is a single-semester course that describes the mass murder of millions of Jews during the Nazi rule in Germany and its impact on the international community. In this course, students will trace the history of Jews living in Europe and the origins of antiSemitism. Students will learn about the early life of Hitler and his rise to power. The course also describes how the Nazis exterminated the Jews and how Jews resisted. Students will also learn about the liberation of the Jews and the impact of the Holocaust on the nonJewish community. The course also covers the outcome of postwar trials.

Introduction to Anthropology CP (Online – Edmentum)

HSED9027, HSES300 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

This one-semester elective course is intended as a practical guide to introduce you to the field of anthropology. Students will explore the evolution of anthropology as a distinct discipline, learn about anthropological terms, concepts and theories, and discuss the evolution of humans and human society and culture. Students will also learn about social institutions, such as marriage, economy, religion, and polity.

Introduction to Archaeology CP (Online – Edmentum)

HSED9025, HSES435 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

This course will help students meet the following goals: Recognize archaeology as a field of study, analyze the evolution of modern archaeology, describe and compare the career options available in archaeology in the United States, describe and explain the various types of archaeology, investigate the process of archaeological research, identify the different types of archaeological evidence, evaluate methods to identify and characterize archaeological sites, describe and explain various "invasive" archaeological investigation and site excavation methods, describe the techniques used for recovering, recording, and analyzing archaeological finds, describe the techniques used for preserving archaeological discoveries, recognize the requirements for storing archaeological collections, investigate the controversial role of archaeology in prehistoric and historic indigenous cultures in the United States, evaluate the role of public archaeology for sharing information and creating awareness, identify strategies to maintain authenticity of archaeological sites and protect them from threats such as vandalism and illegal trade.

Introduction to Criminology CP (Online – Edmentum)

HSED9050, HSES426 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*

This course provides an overview of criminology, covering various theories and concepts in the field. It is divided into lessons and Course Activities that explore different aspects of criminology. The first lesson introduces criminology as a field of study. The following lessons delve into theories that explain criminal behavior, including those related to self-interest, individual traits, routine activities, social institutions, labeling, and peer association. Subsequent lessons explore theories that examine the influence of political and social powers, societal goals, and social order on criminal behavior. Other theories focus on crime prevention through promoting peace and justice, reducing opportunities for crime, and increasing the risks of detection. The final lesson covers a theory that aims to prevent the escalation of serious crimes within a community. Throughout the course, students will gain a comprehensive understanding of criminology and its various theories and applications.

Introduction to Philosophy CP (Online – Edmentum)

HSED9017, HSES230 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*

This elective course provides students an introduction to the field of philosophy and its great, timeless questions. Students explore the origin and evolution of philosophy as a discipline and learn about the times, lives, and intellectual contributions of essential philosophers.

Introduction to World Religions CP (Online – Edmentum)

HSED9168, HSES489 *9th–12th Grade Credits: 5* *CSU/UC Approved for "G"*

This one-semester course is intended to help students understand the origin, beliefs, and practices related to various world religions. This course includes 14 lessons and 5 Course Activities. Each lesson contains one or more Lesson Activities. The first lesson introduces the concept of religion and discusses different approaches to studying world religions. The next lesson discusses the origins, beliefs, and practices related to some primal religions. The next eleven lessons discuss the origins, beliefs, and practices related to various world religions. The final lesson discusses the origins, beliefs, and practices related to some contemporary religious movements.

Native American Studies A/B (Online – Edmentum)

HSES269/HSES354 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*

When European settlers first arrived in the Americas, they found the continent already inhabited. The cultural differences between the Native Americans and Europeans, as well as their desire to occupy the same land, often led to conflict. Tensions increased over time as Europeans moved westward to establish settlements. The US government, eager for more land, imposed a number of controversial policies on Native Americans, including assimilation, forced removal, and military intervention. This course examines the persecution of Native Americans and their fight for civil rights and recognition throughout US history. By the end of this course, you will be able to do the following: Describe the different cultural regions of the Native American groups on the North American continent. Consider indigenous people's perspectives on colonization. Explain why tribal confederacies were created. Identify ways in which European presence affected the Native American people. Interpret the effects of ethnocentrism on tribal-federal relations. Consider the effects of federal programs to remove and relocate, or assimilate Native Americans. Describe the effects of the boarding school experience by reading the words of Native American children. Analyze the outcomes of assimilation through both European and Native American perspectives. Discuss the long-term ramifications of boarding schools. Analyze the effect of the California Gold Rush on local Native American populations.

Latin American History

HS30LH *9th–12th Grade*
Credits: 5

This course emphasizes the development of the three Latin American regions. Students will study Central America, the Caribbean, and South America. They will learn about each area's geography, culture, climate, history, and tradition. Students will cover some countries in detail and learn how political systems and ideals have shaped its history.

Psychology A/B CP
HS3016/HS3017 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
This elective course introduces students to the scientific study of human behavior and mental processes. Students will enhance their comprehension, critical thinking, and communication skills through research and analysis in written assignments. Lessons will develop and increase students' fluency, vocabulary, imagination, and creativity. Topics include: research methods and statistics, human growth and development, the senses and perception, learning and memory, thinking and motivation. This course addresses Common Core State Standards of Literacy in Reading and Writing in History/Social Studies and requires grade-level to advanced reading and critical thinking skills.


Psychology A/B CP (Online – Edmentum)
HSED9007/HSED9008, HSES227/HSES246 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
In Psychology, students will explore the field's history and major theories. They will examine human development and how the nervous and endocrine systems impact behavior. Language development and acquisition theories will be discussed, along with the influence of heredity, environment, society, and culture on human behavior. The course provides an in-depth understanding of these psychological concepts and their relevance to the study of human behavior and development.


Social Issues CP (Online – Edmentum)
HSED9032, HSES377 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*
Upon completion of this course, students will acquire a diverse range of knowledge and skills, including comprehending media, understanding the roles of the federal government branches, and articulating the significance of civil liberties versus civil rights. They will analyze crime rate trends and approaches to punishment, as well as describe the historical interpretation of the right to bear arms by the Supreme Court. Students will demonstrate proficiency in defining poverty-related terms, recognizing race as a social construct, and explaining theories of prejudice. They will also gain knowledge of significant legislation linked to civil rights, the interconnection between abolition and the women's movements, and major events in the gay rights movement. Additionally, students will understand the organizational structure of the American school system, the impact of the Industrial Revolution and immigration on education, and pivotal court cases related to abortion and the right to privacy. Familiarity with terms like "culture of life," awareness of cases influencing public perception of euthanasia and the right to die, and knowledge of key legislation on stem cell research will also be acquired. Ultimately, this comprehensive curriculum will enhance students' critical thinking and analytical skills, providing a deep understanding of various social and political issues.


Sociology CP (Online – Edmentum)
HSED9016, HSES226 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*
In this course, students will explore the evolution of sociology as a distinct discipline while learning about sociological concepts and processes. They will learn how the individual relates to and impacts society. Students will also learn about the influence of culture, social structure, socialization, and social change on themselves and others. The course combines a variety of content types, including lessons, activities, discussions, and games to engage learners as the discover sociology as a subject and as a career.

Tolerance Studies
HS9037 *9th–12th Grade*
Credits: 5
This course provides both an historical and chronological background of the civil rights movement. Through the use of multimedia, students will explore the role of blacks during World War II, what impact the Montgomery bus boycott had on the civil rights movement, and how the "Summer of Freedom" helped promote voting rights for blacks. In addition, students will be exposed to numerous stories that demonstrate some of the personal sacrifices individuals made to promote the civil rights movement. This course also explores the events of the Holocaust of World War II. Students will learn of the struggles of some Europeans under the rule of Nazism.

We the People
HS8006 *9th–12th Grade*
Credits: 5

This course is designed to look at the history of the LGBT movement. Students will explore major milestones in the movement including Stonewall, the AIDS epidemic, Proposition 8 and current events affecting the LGBT community. Students will explore how individuals as well as organizations played a role in the visibility and progress of the movement. Students explore the movement through a variety of resources, including books, online resources and videos. Students will complete a book review on a memoir they will read throughout the course and an injustice project that relates to a hardship they have or someone they know has faced in their lifetime.

Women's Studies CP (Online – Edmentum)

HSED9106, HSES301 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

Women's Studies is a course that is designed to help you understand the concepts of gender and gender roles, and the social discrimination that exists on the basis of gender. Students will learn about the history of feminism and feminist theories. Students will also learn about the social and political movements that raised awareness about equal rights for women and other marginalized groups. Students will explore the role of media in reinforcing gender stereotypes. This course also looks at the difference in the Western and non-Western ideas of gender, feminism, and activism. The course ends with a discussion on the possible challenges in the path toward creating an equal society.

World Geography A/B CP

HS3046/HS3047 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

World Geography A is a five-unit course in which students will examine the perspectives of the human and physical world. Students will create written responses throughout their studies to establish prior knowledge and to make connections with what they know and new information regarding the world around them. In the first semester of this course, students will begin with an examination of the World, which will include how geographers look at the world. This will include examinations of the physical world, climates of Earth, as well as the human world. Students will then look at the United States and Canada. They will then study Latin America, which will include Mexico, Central and South America, as well as the Caribbean. Students will then explore all of Europe, including the Russian Core. Students will complete the first semester of World Geography with an examination of North Africa as well as Southwest and Central Asia. World Geography B is a five-unit course in which students will examine the perspectives of the human and physical world. Students will create written responses throughout their studies to establish prior knowledge and to make connections with what they know and new information regarding the world around them. In the second semester of this course, students will begin with an examination of Africa South of the Sahara. Students will then look at the countries of South Asia. They will continue to broaden their understanding by studying East Asia. Students will then examine Southeast Asia and the Pacific World. Students will finalize their study of World Geography by studying topics that pose great challenges to the world and will explore a variety of sources to broaden their understandings in these areas.

World Geography A/B CP (Online – Edmentum)

HSED9014/HSED9015, HSES171/HSES172 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

In an increasingly interconnected world, equipping students to develop a better understanding of our global neighbors is critical to ensuring that they are college and career ready. These semester-long courses empower students to increase their knowledge of the world in which they live and how its diverse geographies shape the international community. Semester A units begin with an overview of the physical world and the tools necessary to exploring it effectively. Subsequent units survey each continent and its physical characteristics and engage students and encourage them to develop a global perspective.

World Geography A/B (Bright Thinker)

HSBT9016/HSBT9017, HSBT9016D/HSBT9017D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

In World Geography, students will grasp the six key aspects: spatial terms, places and regions, physical systems, human systems, environment and society, and the applications of geography. Beginning with a general overview of Earth's structure, hydrosphere, and climates, each unit progressively focuses on a specific global region. By studying the physical geography of these regions, covering aspects like water resources, climate, vegetation, and natural resources, students gain insights into how geography shapes economic activities, human culture, and historical developments. Moreover, students explore the environmental impact of human actions, such as pollution and development, and contemplate the resulting implications.

High School Science – Core Classes

Students may be required to attend a small group instruction class while taking any of the following classes

Anatomy and Physiology A/B (Bright Thinker)

HSBT4001/HSBT4002, HSBT4001D/HSBT4002D — *9th–12th Grade*

Credits: 10 — *CSU/UC Approved for "D"*

Anatomy and Physiology familiarizes students with the intricacies of the human body, covering various organ systems and their collaborative functions in sustaining life. These systems encompass the circulatory, digestive, integumentary, reproductive, and respiratory systems. Students explore diseases impacting these systems and the range of treatments, both conventional and innovative, employed to combat them. Additionally, the course delves into the development and impacts of aging on these organ systems.

AP Biology A/B CP (Online – Edmentum)

HSED4015/HSED4016 — *9th–12th Grade*

Credits: 10 — *CSU/UC Approved for "D"*

In this blended online course (employing both online and face-to-face learning), students will be taught and encouraged to continually pose questions about the subject matter. Through exploration and discovery of the phenomenon at the core of each lesson, students will be guided to answer their own questions and be able to discuss the phenomenon in ways that reflect sound scientific practices. Biology is presented as a living process, one that carries a body of current understandings and a method of building on those understandings to either deepen them or replace them with better explanations. In particular, students will explore the eight themes identified as the focus for AP-level Biology instruction: Science as a Process Evolution Energy Transfer Continuity and Change Relationship of Structure to Function Regulation Interdependence in Nature Science, Technology, and Society.

AP Chemistry A/B CP (Online – Edmentum)

HSED4031/HSED4032 — *9th–12th Grade*

Credits: 10 — *CSU/UC Approved for "D"*

The Advanced Chemistry course is designed around the AP Chemistry Curriculum Framework established by the College Board. The course is presented through the lens of scientific inquiry—the process of channeling human curiosity into purposeful exploration, discovery, and application of observable natural phenomena. In this course, students will grow to understand their physical world in a deep way. At the same time, an inquiry and STEM-oriented approach to chemistry offers students a shared method of asking questions about the world around them. Their experience and knowledge from this course—tied to a strong emphasis on qualitative and quantitative analysis and communication—is designed to enable them to understand important scientific and societal problems and to creatively grapple with such problems. In this blended online course (employing both online and face-to-face learning), students will be taught and encouraged to continually pose questions about the subject matter. Through exploration and discovery of the phenomenon at the core of each lesson, students will be guided to answer their own questions and will be able to discuss the phenomenon in ways that reflect sound scientific practices.

Aquatic Science A/B (Bright Thinker)

HSBT4017/HSBT4018, HSBT4017D/HSBT4018D — *9th–12th Grade*

Credits: 10 — *CSU/UC Approved for "D"*

Aquatic Science introduces students to the study of water and related phenomena. The first unit focuses on understanding water as a system, covering its chemistry and physics. Students engage in a course project, applying scientific methods to analyze data from a local body of water. Subsequent units explore the physical properties of the ocean, including formation and composition, as well as the interaction of the atmosphere and sun with the hydrosphere to create weather. The course also examines aquatic ecosystems, including aquatic biology and marine and freshwater ecosystems. In the final unit, students explore the relationship between humans and water, addressing challenges such as population growth and competition for resources with agriculture and industry.

9th–12th Grade
CSU/UC Approved for "D"

Astronomy A/B (Bright Thinker)
HSBT4005/HSBT4006, HSBT4005D/HSBT4006D
Credits: 10
Starting with a historical overview of astronomy, students will learn about the contributions of Ptolemy, Copernicus, Galileo, and Newton. The second unit focuses on telescopes and detectors, including radio receivers. Following this, students explore the characteristics and processes of the Sun before studying the terrestrial planets: Mercury, Venus, and Mars. The course then delves into the Earth-Moon system, followed by facts about minor planets, Jupiter, Saturn, and the outer planets. Beyond the solar system, students learn about stars, galaxies, and deep space objects. They also study constellations to better appreciate the night sky and explore topics such as the origin and fate of the universe, impermanence, special and general relativity, and cosmology.

Biology A/B CP
HS4036/4037 *10th Grade*
Credits: 10 *CSU/UC Approved for "D"*
Biology CP is a 10-unit course that will have students focus on the knowledge and skills required to master the concepts of the relationships between organisms and their environment. Students will demonstrate their understanding and evaluation skills by using evidence, that is either gathered through lab investigations or researched, to explain their arguments with the support of models and mathematical representation. Performance tasks, labs, and summative assessments will evaluate how well students mastered the learning targets that focus on key processes and functions in the interdisciplinary relationships between core concepts in biology, physical science, chemistry, earth and space science, and engineering. The goal upon completing this course is for students to exercise their newly developed reasoning and analytical skills to achieve in their current and post-secondary academic coursework into any science or non-science discipline and to becom. science-minded, conscientious model for others to positively impact their community.

Biology A/B CP (Online – Edmentum)
HSED4001/HSED4002, HSES287/HSES288 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "D"*
This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards for high school biology. Content topics include cells, organ systems, heredity, organization of organisms, evolution, energy use in organisms, and the interdependence of ecosystems. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities.
Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3).

Biology with Virtual Labs A/B CP (Online – Edmentum)
HSED4007/HSED4008, HSES458/HSES459 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "D"*
This inquiry- and virtual-lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards for high school biology. Content topics include cells, organ systems, heredity, organization of organisms, evolution, energy use in organisms, and the interdependence of ecosystems. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a number of virtual lab activities in which students will exercise experimental design, data analysis, and data interpretation skills while working through a simulated laboratory situation.

Biology A/B (Bright Thinker)
HSBT4003/HSBT4004, HSBT4003D/HSBT4004D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "D"*
In Biology, students gain an understanding and appreciation of the living world. Beginning with a brief history of biology, the course investigates the basic unit of life—the cell—to lay a foundation for deeper study. Topics include genetics, covering meiosis, heredity, and DNA, as well as natural selection, theories of life's origin, and evolution mechanisms. Students explore microorganisms like bacteria before delving into plant structures, processes, and reproduction. They also examine animal behavior and characteristics,

9th–12th Grade CSU/UC Approved for "D"

studying invertebrates, amphibians, reptiles, birds, and mammals. Nutrition and disease are investigated before exploring human body systems. The course concludes with an analysis of the interdependence of living things in ecosystems.

Chemistry A/B CP (Online – Edmentum)

HSED4009/HSED4010, HSES548/HSES549

Credits: 10

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with high school chemistry along with additional concepts and standards typically included in a full-year high school chemistry course. Content topics include atoms and elements, chemical bonding, chemical reactions, quantitative chemistry, molecular-level forces, solutions, and energy and changes in matter. It also addresses additional concepts and standards typically included in a full-year high school chemistry course, including molar concentrations, acid-base reactions, advanced stoichiometry, gas laws, and organic compounds. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3).

Chemistry A/B (Bright Thinker)

HSBT4007/HSBT4008, HSBT4007D/HSBT4008D — *9th–12th Grade*

Credits: 10 — *CSU/UC Approved for "D"*

Chemistry, a foundational branch of physical science, applies its principles and laws across various fields such as business, technology, and healthcare. The course begins with an exploration of measurements, calculations, data analysis, and the scientific method. Students investigate the properties of elements, compounds, and mixtures. They examine the history of atomic structure theories leading to Mendeléev's periodic table and the periodic law. Subsequently, students apply atomic theory to study molecular and chemical bonding interactions, including chemical formulas, reactions, and stoichiometry. The curriculum covers states of matter, gas laws, solutions, acids and bases, thermochemistry, reaction kinetics, and oxidation-reduction reactions. The course concludes with examinations of organic chemistry, biochemistry, and nuclear chemistry. Throughout, lab investigations, including video labs, reinforce science concepts and skills.

Earth and Space Science A/B CP (Online – Edmentum)

HSED4013/HSED4014, HSES244/HSES245 — *9th–12th Grade*

Credits: 10 — *CSU/UC Approved for "D"*

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with high school Earth and space science. Content topics include scientific processes and methods, the universe, the Precambrian Earth, the Earth's materials and tectonics, the hydrosphere and atmosphere, and human interactions with the Earth's systems and resources. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3).

Earth Science A/B (Online – Edmentum)

HSES475/HSES476 — *9th–12th Grade*

Credits: 10

In the Earth Science course, students will delve into the intricacies of our planet as a dynamic system and recognize the significance of our role within it. They will explore the Solar System, examining the characteristics of stars, the sun, the moon, and the structure of galaxies. Through the application of the scientific method, students will seek answers to important questions. By studying Earth's composition and its surroundings, they will develop an understanding of the profound impact humans can have on the future of our world. Upon completion of this course, students will be able to: describe the fundamental structure of Earth, explain the gradual formation of Earth's landforms, analyze various types of maps and their features, comprehend the role of tectonic plate movements in shaping the planet, classify different types of volcanoes and examine the nature of volcanic eruptions, grasp the concept of the rock cycle and the formation of soil layers, and identify the processes involved in the transformation of rock into soil.

Engineer Your World A/B CP

SGI1171/SGI1172 — *10th–12th Grade*

Credits: 10 — *CSU/UC Approved for "D"*

9th–12th Grade
CSU/UC Approved for "D"

This course engages students in authentic engineering practices in a project-based environment. Students complete a series of socially relevant design challenges to develop engineering design skills and habits of mind. Students learn about engineering's societal impact through exploration of past accomplishments; current and future challenges, and the interplay between science, technology, customer needs and evolving designs. They also learn about engineering disciplines and careers, the multidisciplinary nature of practice, and professional codes and standards to which engineer adhere. Also, students learn and employ the multi-step, iterative process that engineers use to design a product for specific customer needs. They learn to characterize the system using quantitative techniques common in the practice of engineering, enabling a deeper understanding of the system. Emphasis is placed on creating communication artifacts to ensure accurate interpretation by others, integrated product teams, and examples of successful engineering teams. Finally, students learn to use common tools and techniques that engineers employ to approach and solve problems and to manage projects.

Environmental Systems A/B (Bright Thinker)

HSBT4009/HSBT4010, HSBT4009D/HSBT4010D
Credits: 10

Environmental Systems introduces students to Earth's various systems, their interactions, and human impacts on them. The course covers the scientific foundations of land, water, atmosphere, and biosphere systems, discussing environmental problems, potential solutions, existing laws, and future legislation. Critical thinking and the ability to consider multiple perspectives are essential skills. Lab investigations, including video labs, are integrated throughout the course to reinforce scientific concepts and skills.

Human Anatomy and Physiology Sem A/B CP (Online – Edmentum)

HSES544/HSES545 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "D"*

Human Anatomy and Physiology is an NGSS-aligned advanced science course that focuses on the development of a deep and comprehensive understanding of the structures and functions of the body and its mechanisms for maintaining homeostasis. This course will start with an understanding of medical terminology and a review of homeostasis as a means of setting the foundation for the rest of the course. Students will then learn about the key body systems, (integumentary, cardiovascular, respiratory, digestive, excretory, musculoskeletal, nervous, lymphatic and reproductive) and how all of these work together to keep the body at homeostasis. Each unit will feature practicals and case studies for the different body systems so students can engage in critical thinking, career exploration and what it would be like to work in different parts of the health sciences. Each unit will also feature a hands-on lab that allows students to plan and carry out investigations and/or analyze data to use to support a scientific argument. These labs and case studies will also reinforce scientific writing skills to prepare students for post-secondary courses. By the end of the course, students should be able to not only demonstrate an in-depth understanding of anatomy and physiology, but also be able to communicate about it correctly both verbally and in writing. Lastly, this course will have a large career component with a focus on exposing students to careers in the health sciences in each unit. The culminating project for the course will be a large health science careers research paper and presentation.

Integrated Physics & Chemistry A/B (Bright Thinker)

HSBT4011/HSBT4012, HSBT4001D/HSBT4012D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "D"*

In Integrated Physics & Chemistry, students delve into captivating chemistry and physics topics. They receive a brief introduction to the scientific method, lab safety, and the metric system. The chemistry segment covers atomic theory, the Periodic Table, chemical formulas, and equation balancing. Investigations extend to acids and bases, gas laws, and nuclear chemistry. In physics, students explore Newton's laws of motion, as well as concepts like mass, force, motion, velocity, acceleration, gravity, and energy. They also study electricity and magnetism, simple machines, thermodynamics laws, and energy waves. Lab investigations, including video labs, are incorporated throughout the course to reinforce science concepts and skills.

Medical Microbiology A/B (Bright Thinker)

HSBT4013/HSBT4014, HSBT4013D/HSBT4014D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "D"*

Medical Microbiology explores the world of microorganisms responsible for human illness. Students study common bacteria, viruses, and protists that cause disease and learn about their transmission within communities and globally. The course emphasizes methods to prevent the spread of these pathogens. Students examine various medications and their mechanisms for combating microorganisms.

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Additionally, they investigate the phenomenon of antibiotic resistance and its implications. Laboratory skills in culturing and isolating microorganisms in Petri dishes are also taught.

Physical Science A/B CP

HS4026/HS4027 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "D"*

Upon successful completion of Physical Science, students will be able to communicate their findings using scientific observations, data collections and analyses. They will be able to use appropriate tools to perform investigations and understand how science is incorporated in our lives. In this semester of the course, students will focus on the chemical aspect of physical science. Students will understand characteristics of various materials and provide explanations of their behaviors by analyzing their molecular composition. Students will practice writing and validating scientific reports and justify their findings using graphs, tables and stoichiometric calculations to show their quantitative and qualitative data. Students will also gain the experience necessary to perform simple lab techniques such as measuring, filtering and diluting. Due to the high rigor of this class, knowledge of Algebra 1 is highly recommended.

Physical Science A/B GR
HS4034/HS4035 *9th–12th Grade*
Credits: 10
Upon successful completion of Physical Science, students will be able to communicate their findings using scientific observations, data collections and analyses. They will be able to use appropriate strategies to analyze and understand how science is incorporated in our lives. In this semester of the course, students will focus on the chemical aspect of physical science. Students will understand characteristics of various materials and provide explanations of their behaviors by analyzing their molecular composition. Students will practice writing and validating scientific reports and justify their findings using graphs, tables and stoichiometric calculations to show their quantitative and qualitative data. Students will observe and interact with computer simulations on acids and bases. Knowledge of Pre-Algebra is highly recommended.

Physics A/B CP
SGI1184/SGI1185 *10th–12th Grade*
Credits: 10 *CSU/UC Approved for "D"*
In Physics A, students will explore the fundamental properties of motion and force. These areas include Newton's three laws, the conservation of momentum, impulse, kinematics, and dynamics. Students will also understand the types of energy involved in these processes and how they are transformed. Ultimately, students will be able to understand and explain the physical interactions that can occur everyday, such as in collisions. In Physics B, students will explore the characteristics of waves and their applications to the real world. Specifically, students will be able to acknowledge the various ranges of lengths of electromagnetic radiation and how they are vital for our everyday functioning. Students will also study the nature of electricity and magnetism and how they are related. Beyond these concepts, students will learn how to analyze and measure voltage and current in both parallel and perpendicular circuits. In addition, students will be able to utilize Snell's law in their understanding of light and Coulomb's law in their understanding of electrical forces.

Physics A/B CP (Online – Edmentum)
HSED4011/HSED4012, HSES206/HSES207 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "D"*
Physics introduces students to the physics of motion, properties of matter, force, heat, vector, light, and sound. Students learn the history of physics from the discoveries of Galileo and Newton to those of contemporary physicists. The course focuses more on explanation than calculation and prepares students for introductory quantitative physics at the college level. Additional areas of discussion include gases and liquids, atoms, electricity, magnetism, and nuclear physics.

Physics A/B (Bright Thinker)
HSBT4015/HSBT4016, HSBT4015D/HSBT4016D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "D"*
This course covers physics concepts such as matter, energy, motion, force, speed, velocity, and acceleration to deepen understanding of universal behavior. Students explore the historical development of physics and the contributions of key figures like Newton, Einstein, and Planck. They apply physics principles to topics including gravity, momentum, motion, energy, work, and power, examining how machines utilize torque and force. Fundamental forces, electrostatics, thermodynamics, waveforms, particles, and quantum physics are investigated, along with topics like the nucleus, radioactivity, fission, fusion, and theories of special and general relativity. Lab investigations, including video labs, are integrated throughout the course to reinforce scientific concepts and skills.

High School Science – Electives

Students may be required to attend a small group instruction class while taking any of the following classes

Earth Science A/B
HS4016/HS4017 *9th–12th Grade*
Credits: 10
Students will be introduced to the field of earth science, be familiar with maps, and be acquainted with the concepts of rock and mineral composition, plate tectonics, and earthquakes. Students will be challenged to demonstrate their learning at different thinking levels such as interpretation, prediction, analysis, and evaluation. Earth Science A/B is valuable as an exploratory course for those interested in the scientific field or for those students seeking to increase their understanding of the earth. At the end of each unit there is a virtual laboratory assignment. The instructor can assist students with this portion of the unit.

Environmental Science A/B CP (Online – Edmentum)
HSED9100/HSED9101, HSES454/HSES455 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*

In Environmental Science, Semester A, students will explore the significance of environmental science as an interdisciplinary field. They will examine the abiotic and biotic factors that shape ecosystems. The importance of biodiversity for organism survival and the roles of the food chain and food web in ecosystems will be discussed. Students will study ecological interactions and the concept of succession. The effects of climate change and various forms of adaptation will be explored. Additionally, the water cycle and the cycling of carbon, oxygen, nitrogen, and phosphorous in the global environment will be examined. In Environmental Science, Semester B, students will delve into the factors influencing populations. They will analyze human population growth and its consequences. The unequal distribution of natural resources on Earth and the factors contributing to it will be explained. Waste management will be discussed, along with different types of pollution and methods for pollution control. Various nonrenewable and renewable energy sources will be introduced. Furthermore, students will learn about the benefits of environmental policies and identify the factors influencing sustainable development.

Foundations of Green Energy A/B CP (Online – Edmentum)

HSED9171/9172 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Foundations of Green Energy is a two-semester course that is designed to provide students with an in-depth understanding of the science, technologies, and career opportunities within the rapidly expanding and evolving energy industry. The course focuses on the study of electrical energy and explores emerging energy technologies. It is specifically tailored to meet the state standards associated with STEM studies in the field of energy. The course content aligns with the Energy Industry Fundamentals Certificate Program (EIFCP) standards, which have been developed by the Center for Energy Workforce Development (CEWD). Through this course, students will gain valuable knowledge and skills that will prepare them for future success in the dynamic and growing field of green energy.

Introduction to Astronomy CP (Online – Edmentum)

HSED9026, HSES436 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

In Introduction to Astronomy, students will explore the captivating history of astronomy, spanning from ancient civilizations to the present day. The course delves into the celestial movements of the Sun, Moon, planets, and stars, enabling students to comprehend their patterns across the sky. Additionally, students will gain an understanding of the solar system's formation, as well as the vital roles played by the Sun and Moon within it. The causes behind Earth's seasons and the factors contributing to the existence of life on our planet will be thoroughly discussed. Furthermore, students will delve into the intriguing realm of stars, galaxies, and the awe-inspiring structure known as the Milky Way. The course also covers various theories of cosmology, providing students with insights into our understanding of the universe. Lastly, the advantages and disadvantages of space exploration will be explored, fostering critical thinking and awareness of the exploration's impact.

Introduction to Forensic Science CP (Online – Edmentum)

HSED9022, HSES303 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

This course is designed to introduce students to the importance and limitations of forensic science and explore different career options in this field. They also learn to process a crime scene, collect and preserve evidence, and analyze biological evidence such as fingerprints, blood spatter, and DNA samples. Moreover, they learn to determine the time and cause of death in homicides and analyze ballistic evidence and human remains in a crime scene. Finally, they learn about forensic investigative methods related to arson, computer crimes, financial crimes, frauds, and forgeries.

Introduction to Marine Biology CP (Online – Edmentum)

HSED9023, HSES437 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

This one-semester course is intended to to help familiarize students themselves with the knowledge and skills required for a career in marine biology. In the Introduction to Marine Biology course students will explore the fundamental concepts of marine biology. They will learn about the formation and characteristic features of the oceans. They will also learn about the scientific method and explore careers available in marine biology. The course will introduce them to the characteristic features of different taxonomic groups found in the ocean. Students will learn about the different habitats, life forms, and ecosystems that exist in the oceans and explore the different types of adaptations marine creatures possess to survive in the ocean. They will learn about succession and the flow of energy in marine ecosystems. Finally, students will also learn about the resources that the oceans provide and the threats that the oceans face from human activities.

Introduction to Veterinary Science CP (Online – Edmentum)

HSED9028, HSES302 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

In the Introduction to Veterinary Science course, students will embark on a comprehensive exploration of the captivating history of veterinary science. The course provides valuable insights into the essential skills and requirements necessary for a successful career in the veterinary industry. Students will delve into the intricate physiology and anatomy of animals, equipping them with the knowledge to evaluate and assess animal health effectively. Through engaging coursework, students will gain expertise in diagnosing and treating both infectious and noninfectious diseases that commonly affect animals. Furthermore, the course covers the crucial topic of zoonotic diseases, highlighting the interconnectedness between animal and human health. Additionally, students will study the profound impact of toxins and poisons on animal well-being, fostering a comprehensive understanding of the potential threats to animal health.

Physical Science A/B CP (Online – Edmentum)

HSED4017/HSED4018 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

In this course, students will identify and describe the chemical composition and properties of substances. Additionally, they will study the interactions between matter and energy in physical contexts. Throughout the course, students will apply their reasoning skills through investigation and the principles of the scientific method. In the second semester, students will study different forms of energy and their application in science and industry. Additionally, they will study forces on objects and the motions they produce.

Revolutionary Ideas in Science CP (Online – Edmentum)

HSED9170, HSES504 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

This one-semester course is a guide to help students understand the history of science from prehistoric to modern times. They will learn about inventions and discoveries in various fields of science, such as physics, chemistry, biology, genetics, computer science, Earth sciences, and astronomy.

High School Electives – World Language

Students may be required to attend a small group instruction class while taking any of the following classes

American Sign Language 1 A/B CP (Online – Edmentum)

HSED6025/HSED6026, HSES494/HSES495 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "E"*

American Sign Language (ASL) holds the distinction of being the third most widely used language in North America. American Sign Language 1 offers an engaging introduction to ASL vocabulary and the formation of basic sentences, empowering learners to initiate communication from the outset. Crucially, this course also delves into the rich tapestry of Deaf culture, encompassing social beliefs, traditions, history, values, and the vibrant communities shaped by deafness. Through the Learn to Sign course, students will further develop their proficiency in ASL and deepen their understanding of its grammatical structures. Expanding their repertoire of signs, students will explore captivating topics such as Deaf education and the diverse realm of Deaf arts and culture.

American Sign Language 2 A/B CP (Online – Edmentum)

HSED6027/HSED6028, HSES507/HSES508 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "E"*

In American Sign Language 2, students will have the opportunity to explore vocabulary essential for shopping, making purchases, and managing emergencies. Building upon the foundational knowledge acquired in the prerequisite course, students will advance their communication skills and deepen their understanding of deaf culture. They will delve into topics such as classifiers, glossing, and mouth morphemes, which will enable them to give descriptions and provide directions effectively. By expanding upon the previous prerequisite course, students will enhance their proficiency in signing by studying sequencing, transitions, role-shifts, and future tenses. Moreover, they will develop the ability to tell stories and ask questions, gaining a greater appreciation for deaf culture. Throughout the course, emphasis will be placed on improving speed, engaging in conversations, refining signing skills, and fostering cultural awareness.

American Sign Language 3 A/B CP (Online – Edmentum)

HSED6029, HSES509, HSED6030, HSES533 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "E"*

In American Sign Language 3, students will have the opportunity to delve deeper into the intricacies of ASL signing, including advanced grammar features, classifiers, and locatives. They will engage in learning, composing, and presenting vocabulary and narratives, immersing themselves in the vibrant Deaf culture and community. The course will explore various aspects of Deaf culture, including opinions, slang, idioms, and the use of technology and media to gain authentic Deaf perspectives. Students will also examine how travel, cultural differences, and geography influence sign language. Additionally, the course will provide insights into significant events and topics in Deaf culture, such as education, science, and literature, further enriching students' understanding of Deaf culture and enhancing their signing skills.

French 1 A/B CP (Online – Edmentum)

HSED6009/HSED6010 , HSES218/HSES219 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "E"*

These courses are based on a researched scope and sequence that covers the essential concepts of French. Class discussions provide an opportunity for discourse on specific topics in French. A key support tool is the Audio Recording Tool that enables students to learn a critical skill for French: listening and speaking. Beginning with learning personal greetings and continuing through practical communications exchanges, French 1B introduces students to the skills necessary to make the most of traveling to Frenchspeaking countries.

French 2 A/B CP (Online – Edmentum)

HSED6011/HSED6012, HSES220/HSES221 *9th–12th Grade*

Prerequisite: French 1

Credits: 10 *CSU/UC Approved for "E"*

Each of these semesters is designed to build on the principles mastered in French 1 and use a combination of online curriculum, electronic learning activities, and supporting interactive activities to fully engage learners. Unit pretests, post-tests, and end-of-semester tests identify strengths and weaknesses, helping to create a more personalized and effective learning experience. As with French 1, these 90-day courses emphasize practical communication skills while also building intercultural awareness and sensitivity.

German 1 A/B CP (Online – Edmentum)

HSED6021/HSED6022 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "E"*

In German 1 Sem A, students will be introduced to several common situations in which people communicate, such as exchanging names and greetings, describing people by physical and personality traits, and describing family members and aspects of your social life. They will start with basic sentence structures and grammatical tools, and communicate by listening, speaking, reading, and writing in German as they internalize new vocabulary and grammar. They'll also learn about some regions of the German speaking world that the central characters of each unit are visiting. Students will build on this semester's work as they advance in their German studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning. In German 1 Sem B, student will be introduced to several common situations in which people describe how to earn, save, and manage money, modes of urban transportation, various seasons and the associated weather conditions, food, clothes, and activities. They'll also describe various art forms, plays, concerts, and movies. They'll discuss health and well-being, and travel and tourism. Students will build on what they learned in the German 1 Sem A course to communicate by listening, speaking, reading, and writing in German as they internalize new vocabulary and grammar. They'll also learn about some regions of the German-speaking world that the central characters of each unit are visiting. Students will build on this semester's work as they advance in your German studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

German 2 A/B CP (Online – Edmentum)

HSED6023/HSED6024 *9th–12th Grade*

Prerequisite: German 1

Credits: 10 *CSU/UC Approved for "E"*

In German 2 Sem A, Student will be reintroduced to German in common situations, beginning with describing classes, school friends, teachers, and school supplies. They'll discuss different styles of dressing, housing and neighborhoods, and learn about relationships between family members and friends, students and teachers, and employees and employer. They'll also describe daily personal routines and schedules, household chores, and family responsibilities. Finally, they'll discuss different types of cuisine, dining establishments, and dining etiquette. They'll build on what they learned in the German 1 Sem B course to communicate by listening, speaking, reading, and writing in German as they internalize new vocabulary and grammar. Students will also learn about some regions of the German-speaking world where the central characters of each unit are visiting. They will build on this semester's work as they advance in their German studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning. In German 2 Sem B, Students will be reintroduced to German in common situations, beginning with various professions and career plans for the future. They'll discuss traveling to various regions and the flora and fauna found in each region and describe types of trips, including road trips, camping, and ecotourism. They'll also describe hobbies, activities, and crafts

that people enjoy. Finally, they'll discuss medical specialists, including dentists and veterinarians, and symptoms related to illness and injury. They'll build on what they learned in the German 2 Sem A course to communicate by listening, speaking, reading, and writing in German as they internalize new vocabulary and grammar. Student will also learn about some regions of the German-speaking world where the central characters of each unit are visiting. They will build on this semester's work as they advance in their German studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

Spanish 1 A/B CP

HS6016, HS6017 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "E"*

This course provides an introduction to the language and cultures of Spain and Latin America. Students will develop basic listening, speaking, reading, and writing skills necessary to communicate about self, family and daily life, as well as basic survival needs. They will also explore cultural aspects of the Spanish-speaking world.



Spanish 1 A/B CP (Online – Edmentum)

HSED6001/HSED6002, HSES212/HSES213 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "E"*

In Spanish 1, students will be introduced to various common communication situations, including exchanging names and greetings, describing people based on physical and personality traits, and discussing family members and aspects of social life. They will begin by learning basic sentence structures and grammatical tools, enabling them to listen, speak, read, and write in Spanish while internalizing new vocabulary and grammar concepts. Throughout the course, students will also explore different regions of the Spanish-speaking world through the experiences of central characters in each unit. As students progress in their Spanish studies, they will continue to build upon the knowledge and cultural understanding gained, laying a strong foundation for further language learning.

Spanish 2 A/B CP

HS6049, HS6050 *9th–12th Grade*

Prerequisite: Spanish 1

Credits: 10 *CSU/UC Approved for "E"*

Spanish 2 is designed to review and build upon material presented in Spanish I. The activities provided are designed to increase the student's proficiency in the four basic skills: listening, speaking, reading and writing. The program utilizes small group activities and students' involvement. It presents a more complex structure and awareness of the Spanish culture. Success in this class depends heavily on the student's cooperation, participation, curiosity and consistent practice in and out of class.



Spanish 2 A/B CP (Online – Edmentum)

HSED6003/HSED6004, HSES214/HSES215 *9th–12th Grade*

Prerequisite: Spanish 1

Credits: 10 *CSU/UC Approved for "E"*

Spanish 2A and B utilize three assessment tools that are designed specifically to address communication using the target language: lesson activities, Unit Activities, and Discussions. These tools help ensure language and concept mastery as students grow in their understanding and use of Spanish. Learning games specifically designed for language learning are used and can be accessed on a wide variety of devices.



Spanish 3 A/B CP (Online – Edmentum)

HSED6005/HSED6006, HSES216/HSES217 *9th–12th Grade*

Prerequisite: Spanish 2

Credits: 10 *CSU/UC Approved for "E"*

Spanish 3A and B take a unique approach by setting the lessons in each unit in a specific Spanish-speaking locale, immersing students in the language and in a variety of Hispanic cultures and issues. For example, Unit 5 in Semester B includes a discussion of the environmental issues in Argentina. Concluding the three-year cycle of Spanish courses, Spanish 3A and B effectively combine group and individual learning and offer activities and assessments to keep students engaged and on track.



High School Electives – Physical Education

Students may be required to attend a small group instruction class while taking any of the following classes

Lifetime Fitness & Wellness Pursuits A/B (Bright Thinker)

HSBT5001/HSBT5002, HSBT5001D/HS5002D *9th–12th Grade*

Credits: 5

Lifetime Fitness & Wellness Pursuits offers a comprehensive exploration of physical activities and strategies for maintaining a healthy lifestyle. Students will study biomechanical principles, fitness safety, and hydration practices, alongside practical participation in physical exercises. Students engage in anaerobic and aerobic workouts, learning about cardiovascular health, teamwork, and warmup/cool-down techniques. Additionally, the course addresses social and emotional well-being. Through fitness projects, students focus on aspects like power, speed, and reaction time. Students will gain skills to develop personal nutrition and fitness plans for daily living.

Physical Education 1/2/3/4

HS5001/HS5012/HS5013/HS5014 *9th–12th Grade*

Credits: 5

Upon completion of this course, students will have participated in a variety of sports. In addition, students will learn about a specific sport and discuss aspects of that sport in current news. This class will familiarize students with activities that might be suitable for lifelong recreation and physical fitness.

Physical Education 1/2 (2024)

HS5080/HS5081 *9th–12th Grade*

Credits: 5

Physical Fitness is one of the most crucial core concepts to building a healthy life. Most of the time physical fitness is seen as hard and rigorous physical activities such as running, doing push ups, crunches or other widely recognized workout activities, when in reality these are only components of it. By the end of this class, you will be able to recognize that physical activity is everywhere and many daily activities can be considered physical activity. This class is meant to show you how taking small steps towards a healthier lifestyle can benefit yourself in the long run significantly. Physical Fitness 2 will help you strengthen skills learned in Physical Fitness 1 as well as create a solid foundation role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities. All units will encourage you to identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.

Physical Education (Online – Edmentum)

HSED5001, HSES277 *9th–12th Grade*

Credits: 5

This course includes topics in getting active, improving physical performance, and lifestyle considerations. Unit activities elevate students' self-awareness of their health and well-being while examining topics such as diet and mental health and exploring websites and other resources. In addition to being effective as a stand-alone course, the components can be easily integrated into other health and wellness courses.

Physical Education 2/3/4 (Online – Edmentum)

HSED5002/HSED5003/HSED5004 *9th–12th Grade*

Credits: 5

Upon completion of this course, students will have participated in a variety of sports. In addition, students will learn about a specific sport and discuss aspects of that sport in current news. This class will familiarize students with activities that might be suitable for lifelong recreation and physical fitness.



High School Electives – Health

Students may be required to attend a small group instruction class while taking any of the following classes

Food and Nutrition

HS8033 *9th–12th Grade*

Credits: 5

This course will discuss health issues and concerns of students. Students will examine topics such as the impact and influence of food choices and practices of good nutrition, Dietary Guidelines for Americans, the impact and importance of calories, the dangers, effects, and treatments of eating disorders, safety issues, and basic first aid in the kitchen. Students will also explore the different parts of any given recipe, which includes language and the methods of measuring out ingredients. Students will expand on the notion of creating a meal that has appeal, limited to resources available to students, and the luxury of convenience foods. Students will learn smart shopping, shopping with a plan, creating a shopping list, ways to save money, reading the labels on the food products, and understanding the Universal Product Code. They will also discuss food groups and the four food groups from the Food Pyramid Guide. Students will also stud. types of dairy products, cultured products, frozen dairy desserts, cheeses, and butter. Lastly, the students will discuss and explore how to buy, store, prepare and cook meats, fish, poultry, and desserts.

Health A/B

HS7045/HS7046 *9th–12th Grade*

Credits: 10

Health A will concentrate on the concepts of wellness, health risks, personality, mental health, self-esteem, and expression of emotions. Students will also be exposed to an understanding of stress, responses to stress, and stress management. Students will study family roles and changes in family structures which have occurred. Also explored in this course are human reproduction, heredity, and human development. This course shall conclude with lessons in nutrition, malnutrition, diet planning, and being a wise consumer regarding food choices. HS Health has been updated to include required instruction on HIV/AIDS prevention education and affirmative consent. The course now includes medically accurate instruction on the nature of HIV/AIDS and its effects, methods of transmission, strategies to reduce the risk of infection, and social and public health issues related to HIV/AIDS. In addition, students will study the effectiveness and safety of all FDA-approved contraceptive methods in preventing unplanned pregnancy. High school students will be provided the knowledge and skills to form healthy relationships free from violence, coercion, and intimidation with a comprehensive study of affirmative consent/"Yes Means Yes". Lastly, students will be instructed on hands-only CPR training and the Automated External Defibrillator (AED), and demonstrate hands-only CPR with an on-site CPR manikin. Health B, has a focus on the human skeletal, muscular, nervous, respiratory, and cardiovascular systems. Students will explore the elements of physical fitness and the importance of suitable exercise programs. An area of emphasis in Health B will highlight the use and abuse of prescription and illegal drugs. Students shall explore the body's effect of alcohol use and abuse and issues regarding social pressures to consume alcohol. Also studied is the harmful effects of all tobacco products. Another area of emphasis in this course is the human immune system and its response to infectious and noninfectious diseases. Finally, this course shall conclude with lessons about environmental pollution and the healthcare system.



Health A/B CP (Online – Edmentum)

HSED7005, HSES242/HSES243 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

This course aims to provide students with a comprehensive understanding of their role in maintaining lifelong health. The course encompasses various topics, including nutritional facts and guidelines, the influence of lifestyle on overall well-being, and the advantages of engaging in physical activity. Students will explore life-saving techniques and emergency procedures, as well as strategies for disease prevention and injury avoidance. Moreover, the course will examine the detrimental effects of substance abuse and emphasize the significance of maintaining optimal mental and emotional health. By the end of the course, students will be equipped with the knowledge and tools necessary to make informed decisions about their health and well-being.

Health A/B (Bright Thinker)
HSBT7001, HSBT7001D
Credits: 5
High School Health I empowers late adolescents with the skills and knowledge necessary for making healthy decisions. The course explores topics such as nutrition, fitness, disease prevention, healthy risk-taking, health services, drug-use prevention, STDs, and abstinence. Students will focus on strategies to balance their physical, emotional, and social well-being, and building healthy relationships with family and peers. Students will also learn about the risks associated with drug use and sexual activity and develop skills for making healthy choices. Throughout this half-credit course, students will become empowered to take control of their own health and well-being.

Nutrition and Wellness CP (Online – Edmentum)
HSED9024, HSES427 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*
This one-semester course is intended as a practical, hands-on guide. This course will cover basic knowledge about nutrition and wellness such as basic concepts of nutrition, the digestive and metabolic processes, nutrient requirements, dietary guidelines, importance of physical fitness, community health issues, food management, and careers in the field of nutrition and wellness.

High School Electives – Visual and Performing Arts

Students may be required to attend a small group instruction class while taking any of the following classes

ACE American Music Journey I/II/III/IV
ACE6004/ACE6005/ACE6006/ACE6007 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "F"*
This course provides students with a historical, conceptual and technical foundation in Music, including how to connect with, respond to, create and present various genres and styles of music. This course introduces and develops beginning skills in music structure, theory, song-writing, use of instruments and music production. This course explores music as a form of communication, creative expression, culture, community engagement, career, and a means for personal well-being. This course consists of four separate 5-day immersive explorations of the significant genres of American music in the cities in which they were born and developed. This course takes students across America to discover the historical, social and musical roots of Jazz, Blues, Country, Rock, Hip Hop, Rap & more. This course lays a foundation for future music study, production and enjoyment, as well as supports students' social-emotional development, social engagement and post-secondary skills.

ACE Music & Audio Recording
ACE6003 *9th–12th Grade*
Credits: 1
In this course, students will learn the basic skills and processes of music & audio recording & mixing. Students will learn how to set up and operate industry-level recording equipment and learn how to record both live music and audio for podcasts. Students will learn how to mix their own live recordings for optimal sound quality.

ACE Performing Arts Experience
ACE6008 *9th–12th Grade*
Credits: 1
Students will learn about creative outlets and careers in the performing arts through immersive hands-on lessons and workshops. Students will work with industry professionals, gain industry skills and insights, and develop their own creative voice through a range of performing arts.

ACE Visual Arts A/B
ACE6001/ACE6002 *9th–12th Grade*

9th–12th Grade

Credits: 10 *CSU/UC Approved for "F"*

Through this course, students will gain a technical and conceptual foundation in Visual Arts, including how to connect with, respond to, create and present various forms of Visual Arts. The course introduces and develops beginning skills in drawing, painting, collage, mixed media and design, as well as fosters students' curiosity, creativity, critical thinking, communication & collaboration. This course lays a foundation for future arts study, production and enjoyment, as well as supports students' social-emotional development, social engagement and post-secondary skills.

Art History A/B CP

HS6009/HS6010 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "F"*

This sequential course will introduce students to the building blocks of visual art: aesthetic elements and principles. The course also surveys prehistoric art, the arts of the Mediterranean cultures, Asia, and Africa. Students will learn that the evolution of our common visual vocabulary is not an irrelevant artifact of the past, but rather an evolving language that we use every day. Students will understand how artists of varied cultures throughout human history have employed visual elements and principles to create unique and effective works of art. Art History B will introduce students to Early Christian, Byzantine, and Islamic Art and the evolution of the arts in Europe from Medieval Art through Modern Art. Students will learn how the history of the visual arts evolved in concert with political, social, and religious human events. Students who complete this course will have the ability to interpret both historical and contemporary visual artworks. Lessons will include textbook readings, analytical writing, art production exercises, and research tasks.

Art History and Appreciation (Online – Edmentum)

HSED6018/HSES463 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

Art has played a significant role in civilizations throughout history, serving as a reflection of their values and beliefs. By studying art, one can gain insights into the cultures and societies that produced it. This course explores various art forms, techniques, and processes, while also examining the cultural functions of prehistoric, Egyptian, Greek, Roman, early Christian, Islamic, Indian, Chinese, Japanese, African, American Indian, and Latin American art. It delves into the influence of the Reformation period on art, the principles of Baroque art and architecture, and the impact of visual technologies on art after the Renaissance. The course also explores the connections between art and science, art and politics, and the principles of modern art in relation to modern culture. Additionally, it covers developments in modern architecture and pre-digital visual culture from the 1950s to the end of the 20th century. By the end of the course, students will have a comprehensive understanding of art's historical and cultural significance.

Art History and Appreciation (Online – Edmentum)

HSES542/HSES543 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "F"*

This course provides an in-depth exploration of art history, visual culture, and design principles from prehistoric times to the late 20th century. Students will examine various artistic forms, tools, techniques, and processes while analyzing the cultural and historical significance of major artistic movements. Through critical study, students will trace the evolution of art across different civilizations, including Egyptian, Greek, Roman, early Christian, Islamic, Renaissance, and modern artistic traditions. They will explore the relationship between art and culture, religion, science, and politics, as well as the impact of technological advancements on artistic expression. By the end of the course, students will have a comprehensive understanding of artistic developments across diverse cultures, the role of visual arts in society, and the foundations of modern and contemporary art.

Art History A/B (Bright Thinker)

HSBT6003/HSBT6004, HSBT6003D/HSBT6004D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "F"*

This Art History course will help students develop an appreciation for the diversity of art. Through this journey of recognition, students will begin with prehistoric and ancient art and progress through classical Greek and Roman art, medieval art, and the Renaissance period. Students explore the use of light and shadow in Baroque art and the whimsical style of Rococo art. Contrasting the Neoclassical return to idealized subjects with the imaginative Romantic era, students delve into Impressionist and Post-Impressionist movements, featuring artists like Monet and Van Gogh. The course will conclude with the study of modern art movements such as expressionism, minimalism, and conceptual art, examining artists like Rodin, Picasso, Mondrian, and O'Keeffe.

Arts and Crafts A/B

HSAC01/HSAC02 *9th–12th Grade*

Credits: 10

Arts and Crafts begins by focusing on the elements of art and the color wheel. Students eventually progress to learning about the principles of art and how to apply them to various works of art. Students will learn about various artists and their crafts, and mimic

some of the art styles by creating artwork of their own throughout each unit. Students will learn how to critically analyze various pieces of famous artwork. By the end of the last unit, the student will have gathered a portfolio of artwork which they will share with their instructor for evaluation.

Audio/Video Production I A/B (Bright Thinker)

HSBT6005D/HSBT6006D

Credits: 10 *CSU/UC Approved for "F"*

Audio/Video Production I introduces students to foundational principles in both audio design and video production. The course is structured into four main sections: preproduction, principal photography, postproduction, and career preparation/portfolio development. Preproduction covers script and storyboard development, production documents, and planning. Principal photography examines key crew roles, shooting techniques, camera gear, and on-set safety. Postproduction addresses video editing, copyright laws, and sound mixing/design. As the course concludes, students will create an audio/video portfolio, résumé, and cover letter to prepare for college and professional opportunities.

Basic Drawing

HS6011 *9th–12th Grade*

Credits: 5

This course explores a variety of drawing techniques in sequential order of complexity. Skill-building emphasis is placed on mastering basic drawing shapes and developing creative thinking through imaginative expression. In addition, students learn to translate the world around them through perceptive, believable drawings.

Careers in Visual Arts A/B CP

HS6511/HS6512 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "F"*

In this course, Students will have a strong foundation in observing, interpreting, critiquing, discussing and producing art. They will have gained experience in creating expressive two- and three-dimensional works of art using a variety of media. At the end of the yearlong course, students will be fluent in art and industry-specific vocabulary, able to create, analyze, and judge works of art, knowledgeable about the importance of art within various cultures, prepared to apply the skills they have practiced throughout the year to multiple artistic careers, educated on how to share their art with larger artistic and professional communities, and informed of the multitude of career pathways within the Visual Arts Industry.

Cartooning

HS6012 *9th–12th Grade*

Credits: 5

This course consists of a sequence of drawing exercises to give students the opportunity to explore the art and craft of cartooning and develop creative solutions for the many inherent challenges of the art form. By the end of the course, each student will have a notebook filled with original drawings of cartoon characters and the magical worlds they live in, as well as hundreds of ideas for developing more. Note: This course is particularly designed for students who really enjoy drawing.

Digital and interactive Media A/B CP

HSED9058/HSED9059, HSES496/HSES497 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Semester one is intended as a practical, hands-on guide to help you understand the concepts of digital and interactive media. This course will cover careers, training, and emerging technologies in digital media. This course familiarizes you with the concepts involved in digital media, such as graphic design, digital photography, principles of design, and digital printing. This course also covers copyright laws and fair use involved in digital media. Semester two is intended to help you understand the concepts related to digital communication systems, audio and video production, multimedia, animation, and digital publishing. This course will cover digital communication systems, audio and video technologies, covering digital media design, multimedia, and animation. In addition, this course teaches you how to create a web page, publish digital products, and create a digital portfolio.

Film Analysis A/B CP

HS6037/HS6038 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "F"*

Film Analysis will offer students the opportunity to become familiar with film history and the diversity of cinema through viewing and analyzing a selection of films from the most important genres. Genre is another word for category and is the term used in film studies to describe the different types of films. Students will explore twenty-one genres spread across ten units. Each film genre focuses on a category of filmmaking spanning different filmmakers, time periods, styles and even subgenres. Some genres are quite general—like drama—and include a vast array of films and other subgenres; while some genres are quite specific—like fantasy—and include a smaller selection of films. Students will come out of this course with a solid understanding of film history and new insight about the major genres of film.

Film Analysis A/B CP (2024)

9th–12th Grade

HS6103/6104 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "F"*
The Film Analysis course will offer students the opportunity to become familiar with the film industry of both past and present. Students will analyze a diversity of cinematic films through a unique lens - movies that have had impacts in various ways. Through very specific categorical designations, students will watch various types of films while analyzing the social, business, and ethical impact of these films and the film industry. In each designated category, students will engage in scholarly and analytical reading, reflect on said reading, and write critically about how each of their viewed films fit these social, business, and ethical norms. Additionally, students will learn both broad and specific film and film business vocabulary and will be expected to use this language in all of their writings and projects. Students will watch a total of 20 films in 10 designated categories. Students will be assessed on their completed "film maps" and the performance tasks they must complete for each category. Rubrics will be used to ensure that students relate their written, audio, and other creative content back to the theme exploration and newly learned vocabulary.

Graphic Design & Illustration A/B CP (Online – Edmentum)
HSED6007/HSED6008, HSES388/HSES389 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "F"*
This course serves as a practical and interactive guide for individuals interested in graphic design. It provides comprehensive coverage of key concepts, including graphic design principles, image creation, and image manipulation techniques. The course explores potential career paths within the graphic design field, as well as the necessary training and skills required for success. Students will learn how to effectively utilize color and typography in image creation, along with methods for manipulating images. Additionally, the course emphasizes the importance of design elements and principles in creating visually appealing images. Ethical considerations and copyright laws related to the use of graphic design are also addressed to ensure responsible and professional practices.

Intermediate Drawing
HS60ID *9th–12th Grade*
Credits: 5
Intermediate Drawing focuses on the elements of drawing and using the various mediums of drawing. Students learn about the basic principles of drawing including perspective, tonal ranges, shape, proportion and composition. Students will learn such techniques as how to draw the figure, sketching landscapes in the outdoors, creating medium tone drawings, and capturing a still life. By the end of the last unit, the student will have gathered a portfolio of artwork which they will share with their instructor for evaluation.

Intro to Plays and Theater CP
HS6031 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "F"*
Introduction to Plays and Theater is the study of drama, a story that is written to be performed in front of an audience. In this course the student will be learning the techniques involved in writing drama. These include setting, plot, character development, conflict, props, play structure, dialogue, symbolism, and theme.

Introduction to Visual Arts CP (Online – Edmentum)
HSED6016, HSES378 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "F"*
This course is intended for students to familiarize themselves with different types of visual arts. This course has 16 lessons and 5 Course Activities. Each lesson contains one or more Lesson Activities. In Introduction to Visual Arts, students will trace the history of art and describe various art forms. they will identify the elements of art and examine the principles of design. Students will analyze the parameters in evaluating and critiquing art. They will examine copyright laws and discuss the ethical use of art.

Music Appreciation CP (Online – Edmentum)
HSED6015, HSES262 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "F"*
The music appreciation course is a one-semester elective that provides a practical and interactive introduction to music. Students will learn about the fundamental elements and patterns of music, as well as different aspects of musical notation. The course covers the history and evolution of music from the Middle Ages to the modern era, emphasizing its impact on society and culture. Students will also study compositional techniques and expressive devices to enhance their ability to evaluate concerts. By exploring music in depth, students will develop a deeper appreciation for its artistic and cultural significance.

Music Appreciation A/B (Bright Thinker)
HSBT6001/HSBT6002, HSBT6001D/HSBT6002D

Credits: 10 *CSU/UC Approved for "F"*

This course is tailored to help non-musicians to understand music concepts, including reading musical scores, understanding melody and harmony, rhythm, music history (styles by period), music theory, genres, instruments, orchestration, and arrangement. Students will also learn to create musical scores using popular music arrangement software. Futhermore, the course covers the science of musical sound, performer health and wellness, classical symphony concerts, opera performances, and etiquette. Non-musicians will gain insight into the diverse world of music, increasing their overall knowledge and perspective.

Professional Photography A/B CP (Online – Edmentum)

HSED6013/HSED6014, HSES3263/HSES264 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "F"*

Digital Photography has revolutionized the way we capture and share moments, fundamentally transforming the photography industry. This course offers the flexibility to be taken individually or as a group, allowing customization to meet specific needs. With 15 comprehensive lessons and interactive online discussions, students develop critical thinking skills while exploring digital photography as a creative pursuit or potential career.

Theater, Cinema, and Film Production CP (Online – Edmentum)

HSED6017, HSES461 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "F"*

The single-semester course, Theater, Cinema, and Film Production, provides an overview of the processes involved in theater, cinema, and film production. Students are introduced to various genres and subgenres of theater and film. The course explores the creative aspects of production, including screenplay writing, directing, set design, acting, makeup, and costume design. Students also learn about technical elements such as lighting, sound, and camerawork. The course covers the stages of pre-production, production, and post-production for both plays and films. Additionally, students gain insights into the role of audiences and their influence on these productions.

Visual Arts A/B CP

HS6014/HS6015 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "F"*

In Visual Arts A/B, students will have a strong foundation in observing, interpreting, critiquing, discussing and producing art. They will have gained experience in creating expressive two- and three-dimensional works of art using a variety of media. Each student will compile examples of their work to display in a portfolio that highlights their current technical level and demonstrates their growth. Students will understand the role of visual arts throughout history and across the world. They will understand the power of art to communicate ideas and influence opinions. Students will be able to analyze their own work and that of other artists and critique works using content specific vocabulary. They will be able to verbally articulate their technical and creative process to their peers while recognizing strengths and areas for potential growth within their own work. At the end of the yearlong course, students will be fluent in art-specific vocabulary, able to create, analyze, and judge works of art, knowledgeable about the importance of art within various cultures, and prepared to apply the skills they have practiced throughout the year to multiple artistic careers.



High School Electives – Life Skills

Students may be required to attend a small group instruction class while taking any of the following classes

Academic Success (Online – Edmentum)

HSED9121, HSES355 *9th–12th Grade*

Credits: 3

This elective course is intended as a practical, hands-on guide to help students improve study habits and enhance their prospects for academic success, now and in the future. The orientation section of this course prepares students to be successful in an online environment.

Basic Study Skills

HS1034 *9th–12th Grade*

Credits: 5

9th–12th Grade

Basic Study Skills is a course designed to enhance the study skills of students. After completion of this course, students will be able to set goals for themselves, manage their time well, take effective notes, and prepare for exams. The student will also learn the vital components for a research paper (e.g. gathering resources, citing work, and proofreading) as they create one themselves.

Career and College Skills

HS8512 *9th–12th Grade*

Credits: 5

This class will create economically independent students, able to recognize a career and/or college path for their lives and make this plan a reality. Students will explore themes that relate to who they are, what they want, and how to get what they want. Students will learn to envision a future where they are responsible, contributing adults of society. They will be given opportunities to plan a lifestyle budget, explore various types of careers, research colleges and ways to support themselves. Finally, they will have the ability to plan and enact a 10-year growth plan that is designed to get the student from high school graduation into a rewarding career.



Career Explorations (Online – Edmentum)

HSED9127, HSES506 *9th–12th Grade*

Credits: 5

This one-semester course is intended as a practical, hands-on guide to career exploration and planning. This course has 16 lessons organized into five units, plus four Unit Activities. Each lesson contains one or more Lesson Activities. The course ends with a Course Activity in which you will create two essential components of a career portfolio: a résumé and a cover letter for applying for an entrylevel job in your chosen career. This course covers all of the career clusters in the National Career Clusters Framework. You'll explore the career pathways within each cluster, determine the academic and skill requirements for different career pathways, and learn about the jobs available in each pathway and the work these professionals do. This course will also guide you through the process of creating an academic and career plan based on you interests, abilities, and life goals.

Character Education

HS8042 *9th–12th Grade*

Credits: 5

Character Education is a 5-unit small group instruction class that introduces students to the character traits most important to success in our unique school model. Traits of grit, responsibility, optimism, and gratitude are explored, as well as personal reflection on mindsets and experiences that will guarantee students more success in the future. Upon completion of this course, students will be able to: 1) identify examples of people displaying/not displaying the key character traits 2) strengthen a work ethic that is influenced by the ability to ask questions when needed by a teacher with whom they have a positive relationship 3) learn to take personal responsibility for content mastery by finishing assignments to the best of their ability in a timely manner 4) engage in a process where they apply selfreflection and the specific character traits to their personal growth 5) apply to the concept of grit to their response to challenges, school work, and goals for the future 6) apply the concept of responsibility to self-control, integrity, personal choices, and locus of control 7) apply the concept of gratitude to fully engage in their lives and antidote to living in a state of scarcity and negativity and 8) apply the concept of optimism to the concept of malleable intelligence, a belief in self-efficacy and hope for the future.

College & Career Transitions A/B (Bright Thinker)

HSBT9018/HSBT9019

Credits: 10

This course equips students for learning success in high school and college by examining research-based learning strategies. Topics include goal setting, time management, stress management, note-taking, active reading, test-taking, and research skills. Students will also explore financial scholarships and grants, complete applications, and investigate technical schools, colleges, and universities.The College and Career Transitions course arms students in grades 9-12 with essential skills for post-secondary education and career readiness.

Driver Education

HS80DE *9th–12th Grade*

Credits: 5

This course is designed to give students a broad understanding of the laws and practices they will need to drive a vehicle safely. By the end of the course, students will be familiar with how weather conditions, other drivers, and different traffic situations can be navigated safely and efficiently. In addition to general rules that govern all drivers in the United States, students will also learn rules specific to laws of the State of California. Upon completion of the entire course, students should be prepared to take their Class C California Driver's Test.

Dual Enrollment Support A CP

HS90135 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

Dual Enrollment Support A is a course designed to guide and enhance students experience as first-time college students. In this course, students will learn many proven strategies for creating both academic and personal growth through readings, lectures, discussions, activities, and reflective journal writing. In addition, students will learn to express themselves professionally by practicing effective communication, college-level writing, and public speaking / presentation. Most importantly, students will establish themselves as independent college students with the skills, habits and mindsets for a balanced and successful college experience. Throughout the course, students will read proficiently to gather, analyze and evaluate information, apply independent study skills to develop competency with the habits of mind needed for college success, model thinking and behavior expected of college students, apply reasoning to make responsible choices, and make, justify, and critique the arguments of themselves and others. Upon completion of the course, students will have mastery in all of the topics and skills listed above and will have real life further developed skills in reasoning, argument, multimedia communication, and social-emotional domains.

Electronic Communication Skills (Online – Edmentum)

HSED9094 *9th–12th Grade*

Credits: 5

Electronic Communication Skills is a one-semester course that is intended as a practical, hands-on guide to help students learn electronic communication skills required to achieve success in various careers. This course has 16 lessons organized into 5 units, 4 Unit Activities, and 4 discussions. Each lesson contains one or more Lesson Activities. Students will grade their work in the lesson activities by comparing them with sample responses. They will submit the unit activities to their teacher for grading.

Independent Living

HS80IL *9th–12th Grade*

Credits: 5

The Independent Living course explores the challenges individuals may encounter when living independently. Students will explore topics such as housing decisions, self-sufficiency in terms of food, and cultivating a fulfilling lifestyle. The course emphasizes the importance of personal responsibility, decision-making skills, and understanding financial and career choices. Students will also gain essential knowledge in areas such as childcare, money management, civic responsibility, basic sewing techniques, and culinary skills. This course equips students with the necessary tools and knowledge to navigate the demands of independent living successfully.

Literacy Advancement A/B (Online – Achieve 3000)

HSES274/HSES275 *9th–12th Grade*

Credits: 10

Literacy Advancement is a class that utilizes the Achieve 3000 program that offers differentiated instruction tailored to each student's Lexile reading level to improve their core literacy skills, and content-area knowledge. Students follow a simple 5-Step Literacy Routine that improves vocabulary, comprehension, and reading fluency as well as writing skills. During the Literacy Routine, students receive reading materials and follow-up activities that are precisely matched to their learning abilities. Each one of the five steps will aid in enhancing the student's essay writing skills while incorporating the use of technology. The goal is to provide support and help to increase the student's literacy skills and comprehension, test-taking skills, and technology skills.

Literacy Empowerment A/B (Online – Achieve 3000)

HSES297/HSES298 *9th–12th Grade*

Credits: 10

Literacy Empowerment is a class that utilizes the Achieve 3000 program that offers differentiated instruction tailored to each student's Lexile reading level to improve their core literacy skills, and content-area knowledge. Students follow a simple 5-Step Literacy Routine that improves vocabulary, comprehension, and reading fluency as well as writing skills. During the Literacy Routine, students receive reading materials and follow-up activities that are precisely matched to their learning abilities. Each one of the five steps will aid in enhancing the students essay writing skills while incorporating the use of technology. The goal is to provide support and help to increase the student's literacy skills and comprehension, test-taking skills, and technology skills.

My Language Arts Path A/B/C/D/E/F

HS90181/HS90182/HS90183/HS90184/HS90185/HS90186 *9th–12th Grade*

Credits: 5-30

My Language Arts Path is a digital course that is a part of the Edementum Learning platform. Utilizing diagnostic data, the program creates a unique learning path that targets each students' specific instructional level, academic needs, and growth goals. The coursework includes individualized tutorials, practice, mastery quizzes, and progress checks. Students complete a set of skills to earn a unit. The goal is to provide support and help to increase student's language arts, testing, and technology skills.

My Learning Path I

HS90122 *9th–12th Grade*

Credits:3



9th–12th Grade

My Learning Path I utilizes a series of interactive assessments to measure core academic skills, as well as personal strengths and career interests. Through a series of written, interview, and research activities, students connect with resources supporting their academic and career interests. After assessing and reflecting on areas of strength and challenge, students create a personalized academic plan and portfolio presentation; aligned with their identified career interests and personal goals. Students also develop computer-based testtaking and technology skills, as well as digital media creation and distribution skills.

My Math Path A/B/C/D/E/F

HS90169/HS90170/HS90171/HS90172/HS90173/HS90174 *9th–12th Grade*

Credits: 5-30

My Math Path is a digital course that is a part of the Edementum Learning platform. Utilizing diagnostic data, the program creates a unique learning path that targets each students' specific instructional level, academic needs, and growth goals. The coursework includes individualized tutorials, practice, mastery quizzes, and progress checks. Students complete a set of skills to earn a unit. The goal is to provide support and help to increase student's math, testing, and technology skills.

My Reading Path A/B/C/D/E/F

HS90175/HS90176/HS90177/HS90178/HS90179/HS90180 *9th–12th Grade*

Credits: 5-30

My Reading Path is a digital course that is a part of the Edementum Learning platform. Utilizing diagnostic data, the program creates a unique learning path that targets each students' specific instructional level, academic needs, and growth goals. The coursework includes individualized tutorials, practice, mastery quizzes, and progress checks. Students complete a set of skills to earn a unit. The goal is to provide support and help to increase student's reading, testing, and technology skills.

New Student Seminar

HS9053 *9th–12th Grade*

Credits: 2

The course will help new students transition from their previous school to the new learning environment. The course will prepare students for the blended learning model and meet the social and academics challenges they may encounter over the ensuing years. Giving students time and support to adjust to our school's culture and expectations will create a more cohesive, prepared and academically motivated student. Students will build rapport with teachers and staff with the purpose of making the student feel comfortable in asking questions and seeking support.

Parenting and Child Development A/B

HS8040/HS8041 *9th–12th Grade*

Credits: 10

Parenting and Child Development is an introduction to the stages of child development and how to aid the developing child. The course begins with an introduction to child psychology, observing child development, parenting, and teen parenthood. Students will then go through a detailed step-by-step of the stages of childhood and adolescence. The course will end with children's health and safety, challenges in a family, childcare, early education, and careers that involve children.

Senior Portfolio
HS9098 *9th–12th Grade*
Credits: 5
The Senior Portfolio course is designed to assist the student research and transition to various post-secondary opportunities. Students will explore various career and college options and the requirements that each of those options require. Upon completion of this course, students will have developed their own Google Site portfolio which will have the final draft of their Cover Letter, Résumé, Community Service documents, and their potential Graduation Speech.

Student Assistant A/B
HS9021/HS9022 *9th–12th Grade*
Prerequisite: Teacher approval
Credits: 10
Student Assistants serve teachers and other staff members by providing clerical and instructional assistance in the centers. Teacher permission is required and students must complete training as required by the Director of Educational Operations. Students who fall behind in their regular school work will need to take a break from this course until their other studies have improved. Student Assistants must demonstrate responsibility, maturity and integrity in their relations with adults and other students. Students will earn 5 credits upon completion of 60 hours of work during each semester.

Student Council A/B
HS9025/HS9026 *9th–12th Grade*
Credits: 5
This is an elective course whereby students are given the opportunity to interact with each other and school-wide activities. Students become active in advertising for upcoming school events, decorating centers for important events, and planning school-wide events like Prom, back to school night, and graduation. Students will also participate in community service events like canned food drives, highway clean up, and toy drives.

Study Skills
HSED9125, HSES493 *9th–12th Grade*
Credits: 10
In this course, students will learn to create a better academic atmosphere in order to prepare for better testing and project results. This course will focus on getting students organized in their academic life through time management and social emotional skills. Students will then learn what to look for and how to prepare for reading passages. Additionally, they will be taught how to read to remember and how to dissect both fiction and nonfiction readings in order to better find and organize information. Finally, students will learn key concepts in how to prepare and perform better on both research projects and large exams.

Tech in Testing
HS90112 *9th–12th Grade*
Credits: 5
Students taking the Tech in Testing class will be prepared with skills and strategies for test-taking. They will be exposed to Universal Tools, online features, Equation Editors, virtual manipulatives, and technology enhanced items. During content-specific units, students will become familiar with the format of questions in regards to the power standards for English and Math.

Technology Literacy A/B
HS90133/HS90134 *9th–12th Grade*
Credits: 10
Technology Literacy A offers students a comprehensive, interactive tour through Google's G Suite applications. Students will be given multiple opportunities to display creativity using Google tools including Drive, Docs, Slides, Gmail and Meet. Throughout the course, students will also be learning about and practicing good Digital Citizenship. Technology Literacy B offers students a comprehensive, interactive tour through Google's G Suite applications. Students will be given multiple opportunities to display creativity using Google tools including Sheets, Forms, Sites, and Maps. At the completion of this course, students will be prepared to successfully complete Google's G Suite industry certification examination.

Work Experience 1A/1B/2A/2B
HSWE1A/HSWE1B/HSWE2A/HSWE2B *9th–12th Grade*
Credits: 5-20
In Work Experience, students will learn about the fundamentals of gaining employment. Students will create resumes, receive interviewing tips, and discuss how to develop and maintain healthy working relationships. Students will practice filling out W-4 forms, learn about taxes and employee benefits. Also students will identify and strategize a career development path. Students will familiarize themselves with the job market utilizing technology as a tool for research.



High School Electives – General

Students may be required to attend a small group instruction class while taking any of the following classes

Career Preparation I A/B (Bright Thinker)

HSBT9001/HSBT9002, HSBT9001D/HSBT9002D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*

Students are given tools for future career success by focusing on career clusters and associated paths. Students learn essential skills such as job market surveying, paperwork completion, and workplace effectiveness. Throughout the course, students develop an electronic portfolio containing letters of interest, resumes, cover letters, interview preparation materials, a career plan, and additional reports. This course is designed for working students to integrate real-life experiences into course projects.

E-Sports I/II

HS90159/HS90167 *9th–12th Grade*
Credits: 10

The E-Sport program is designed to increase problem-solving skills, strategy building, and teamwork. E-Sports participation is primarily through gaming devices but there will also be a focus on growing skills through practice and teamwork. This program will have a coach that facilitates this growth. Students will practice twice a week and compete as a team against other regions in a variety of game titles. They will also compete against other high schools as a recognized varsity team sport.

GED ® Language Arts (Bright Thinker)

HSBT9052D *9th–12th Grade*
Credits: 5 ”

Knowledge's GED® courses cover the four main areas of the exam: Language Arts/Writing, Mathematics, Social Studies, and Science. Each course has a practice test to identify the learner's areas for improvement, while the platform allows instructors to assign individual skills accordingly. The courses are tailored to individual learner needs, aiming for efficient preparation and successful GED® scores in the least amount of time.

GED ® Mathematical Reasoning (Bright Thinker)

HSBT9053D *9th–12th Grade*
Credits: 5 ”

Knowledge's GED® courses cover the four main areas of the exam: Language Arts/Writing, Mathematics, Social Studies, and Science. Each course has a practice test to identify the learner's areas for improvement, while the platform allows instructors to assign individual skills accordingly. The courses are tailored to individual learner needs, aiming for efficient preparation and successful GED® scores in the least amount of time.

GED ® Science (Bright Thinker)

HSBT9054D *9th–12th Grade*
Credits: 5 ”

Knowledge's GED® courses cover the four main areas of the exam: Language Arts/Writing, Mathematics, Social Studies, and Science. Each course has a practice test to identify the learner's areas for improvement, while the platform allows instructors to assign individual skills accordingly. The courses are tailored to individual learner needs, aiming for efficient preparation and successful GED® scores in the least amount of time.

GED ® Social Science (Bright Thinker)

HSBT9055D *9th–12th Grade*
Credits: 5 ”

Knowledge's GED® courses cover the four main areas of the exam: Language Arts/Writing, Mathematics, Social Studies, and

Science. Each course has a practice test to identify the learner's areas for improvement, while the platform allows instructors to assign individual skills accordingly. The courses are tailored to individual learner needs, aiming for efficient preparation and successful GED® scores in the least amount of time.

GED Prep: Mathematics (Online – Edmentum)

HSED9019 *9th–12th Grade*

Credits: 5

The GED exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.

GED Prep: Reading Language Arts (Online – Edmentum)

HSED9018 *9th–12th Grade*

Credits: 5

The GED exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.

GED Prep: Science (Online – Edmentum)

HSED9020 *9th–12th Grade*

Credits: 5

The GED exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.

GED Prep: Social Studies (Online – Edmentum)

HSED9021 *9th–12th Grade*

Credits: 5

The GED exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.

Independent Project 1A/1B/2A/2B

HS9090/HS9091/HS9095/HS9096 *9th–12th Grade*

Credits: 5-20

This course allows teachers to create a unique curriculum aligned with standards and addressing multiple disciplines. Teachers collaborate with their principal to develop a course proposal, ensuring it meets educational goals. The course emphasizes integrating various subjects and encourages cross-curricular learning. Teachers have the flexibility to incorporate academic domains based on their expertise and objectives.

Logic I (Bright Thinker)

HSBT9064, HSBT9064D *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

Logic I enhances students' critical thinking abilities through informal logic. Students will be challenged to The course prompts students to examine whether humans lean more towards rational or emotional reasoning. Central to the curriculum is the identification and analysis of logical fallacies, such as appeal to fear, irrelevant thesis, straw man, false analogy, red herring, and misuse of statistics. Through practical exercises, students develop the skills to recognize and refute fallacies when evaluating arguments. They also engage in crafting their own dialogues, drawing upon principles of argumentative dialogue. A study of Aesop's Fables and "The Cave" by Plato enriches the course content. The culmination involves a thorough review of fallacies and an introduction to formal logic.

Logic II (Bright Thinker)

HSBT9065, HSBT9065D *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

Logic II introduces students to Aristotelian formal logic, utilizing classical tools like the Porphyrian tree and Euler's circles to translate arguments into categorical forms. Students will analyze argument validity using the square of opposition, terminological rules, Venn diagrams, and the Barbara, Celarent, Darii, Ferio mnemonic. The course concludes with analyzing presuppositional disputes and a survey of hypothetical syllogisms.

Peer Tutoring A

HS5502 *9th–12th Grade*

Credits: 5

Peer Tutoring is a small group instruction (SGI) course. Students learn the foundations of learning styles as well as teaching, tutoring, and study strategies in Units 1 and 2 before beginning to tutor peers in Units 3-5. The goal of the course is for students to become strong tutors to their peers and to gain mastery of teaching and study skills techniques in order to assist others. Through this course, students will gain lifelong skills in leadership, communication, discipline, mentoring, time management, patience, and responsibility. Peer Tutors will also gain academic skills as they teach others.

9th–12th Grade CSU/UC
Approved for "G"

Personal Finance (Bright Thinker)

HSBT9008, HSBT9008D
Credits: 5

The Personal Finance course equips students with strategies to help effectively manage their finances. Starting with self-analysis to know their money personality, students explore good consumer habits such as comparing renting versus buying. Students will learn wealthbuilding strategies such as establishing an emergency fund, assessing investment risks, and using credit wisely. Students will get a look into consumer rights and learn measures to protect personal information. Also, students survey various insurance types and their roles in mitigating financial risks. The course concludes with a unit dedicated to evaluating higher education options, costs, and funding.

SAT Math (Online – Edmentum)

HSED9202 *9th–12th Grade*
Credits: 5

The SAT Math course was developed by aligning the strands and topics that are assessed on the SAT. Each unit within the course aligns with one or more topics covered in the SAT. The focus of this course centers around the study of algebraic problem-solving skills and the comprehension of concepts related to geometry, probability, and statistics. Learners will encounter a diverse range of lessons and activities aimed at enhancing their knowledge and skills in these specific areas.

SAT Reading (Online – Edmentum)

HSED9203 *9th–12th Grade*
Credits: 5

The SAT Reading course was developed by aligning the strands and topics assessed on the SAT. Each unit within the course aligns with one or more topics covered in the SAT. The course primarily focuses on the study of various reading strategies and vocabulary skills for fictional, informational, and persuasive texts. Within this course, learners will discover a diverse range of lessons and activities aimed at improving their understanding and proficiency in these strategies.

SAT Test Prep (Online – Edmentum)

HSES492 *9th–12th Grade*
Credits: 5

This SAT Prep course is meant to review the different parts of the SAT test: Reading, Writing & Language, and Math. Students will learn about the parts of the test and general test taking strategies. They will also be shown various resources that will help in studying for the SAT. There are practice tests for students to take and see how they would do on the SAT. By the end of the course students should be more prepared for the SAT test and have a study guide created.

Speech Communication (Bright Thinker)

HSBT9014, HSBT9014D *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*

Speech Communication helps students to improve interpersonal and public communication skills. Students will learn the communication process, oral and nonverbal communication, and listening skills and develop self-awareness and confidence as public speakers. By the end of the course, students will apply their skills by researching, preparing, and delivering a speech.



High School Electives – CTE and Career Titles

Students may be required to attend a small group instruction class while taking any of the following classes

Accounting I A/B (Bright Thinker)

HSBT9020D/HSBT9021D *9th–12th Grade*

Credits: 10

The Accounting I Jump Course for high school students offers a solid introduction to accounting. Students will understand financial reporting principles and key financial statements like the balance sheet and income statement. They'll also learn practical skills such as creating financial documents and managing accounts payable and receivable. The course covers various inventory valuation methods and teaches payroll and tax calculations. Finally, students will complete the Accountant Simulation Project, where they independently go through the accounting cycle and present their work with suggestions for improvement.

Accounting II A/B (Bright Thinker)

HSBT9022D/HSBT9023D *9th–12th Grade*

Credits: 10

Accounting II builds upon the foundational knowledge from Accounting I. The course begins by examining the legal and regulatory frameworks that govern accounting practices in business, such as the Securities and Exchange Commission (SEC) and the Generally Accepted Accounting Principles (GAAP). Students will learn to apply these regulations in corporate settings, including tasks like analyzing and producing consolidated financial statements and engaging in tax accounting. They'll also delve into financial analysis, calculating ratios related to liquidity, profitability, return on assets, and efficiency, among other accounting functions. The course then shifts to managerial accounting concepts, covering topics like costs, cost drivers, decision making based on cost accounting, and methods for allocating costs. Additionally, students will explore principles related to managing financial resources for business stability, such as depreciation, payback periods, budgeting, managing corporate stock, and understanding cash flows.

Advertising (Bright Thinker)

HSBT9024D *9th–12th Grade*

Credits: 5

The Advertising course educates students on the fundamental principles and techniques of advertising within the broader context of marketing communication. It commences by exploring the diverse career prospects within the advertising industry, prompting students to reflect on environmental, ethical, and other professional obligations. Through the examination of the marketing research process and the elements of advertising via the PESO model, students gain insights into target market identification and sales presentation skills utilizing demographics, segmentation, and the four primary sales channels. In the concluding module, students leverage their understanding of the product life cycle to undertake a culminating project, simulating a promotional campaign for a novel product.

Applied Medical Terminology A/B CP (Online – Edmentum)

HSED9081/HSED9082, HSES484/HSES485 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Built on the same sound pedagogy and proven course design methodologies as all of the Edmentum courses, Medical Terminology helps students understand the structure and meaning of medical terms and identify medical terminology associated with various body systems. Students will learn about the history of medical terminology and identify the basic components of medical terms. They will learn about various medical abbreviations, acronyms, and symbols used in health care. Additionally, they will discuss the structure, planes, and cavities of the human body and their respective positions. Students learn about the structure and functions of each body system. They will identify the medical terminology related to various diseases, disorders, medical procedures, and treatment for each system and they will explore health science specializations related to each body system. Finally. students learn about the structure and functions of each body system. They will identify the medical terminology related to various diseases, disorders, medical procedures, and treatment for each system. Additionally, they will explore health science specializations related to each body system.

Artificial Intelligence CP (Online – Edmentum)

HSED9166, HSES487

Credits: 5

Artificial Intelligence provides a comprehensive overview of the field, covering its history, applications in domains like games, speech recognition, and computer vision. Students explore intelligent agents, problem formulation, knowledge representation, and concepts

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including machine learning, natural language processing, expert systems, and robotics. Ethical considerations and safety issues in AI are highlighted. By course end, students gain a solid understanding of AI's fundamentals and implications.

Audio Video Production 1 A/B CP (Online – Edmentum)

HSED9142/HSED9143 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*

This course will cover various topics in audio video production, such as directing techniques, editing and mastering techniques, file management and delivery formats, advanced camera and lighting techniques, and techniques for providing special effects.

Audio Video Production 2 A/B CP (Online – Edmentum)

HSED9144/HSED9145 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*

This course will cover the various audio video production activities, discuss the various media formats and distribution, and discuss the different critiquing techniques and media ethics.

Audio Video Production 3 A/B CP (Online – Edmentum)

HSED9146/HSED9147 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*

This course will cover the various methods of mastering production techniques and advanced media-delivery methods. It explores different special effects and animation techniques. It also covers career options, portfolios, technology effects, critiquing, and copyright and labor issues.

Biotechnology A/B CP (Online – Edmentum)

HSED9207/HSED9208 9th–12th Grade Credits: 10 CSU/UC Approved for "G"

Biotechnology, Semester A, is the first part of a two-semester course introducing biotechnology's history, impact, and essential skills. It covers cell and molecular biology fundamentals, key breakthroughs like PCR and recombinant DNA technology, and laboratory safety and techniques. Semester B explores genetics, genetic engineering, and biotechnology applications across sectors. Students examine regulations, ethical considerations, career opportunities, workplace skills, and entrepreneurship. The course concludes with biotechnology product development, bioinformatics, and emerging trends.

Business Communications A/B CP (Online – Edmentum)

HSED9139/HSED9140 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*

Business Communications, Semester A, is a single-semester course designed to strengthen student's ability to read and write in the workplace. The course first introduces the business writing process. Then, they will learn about writing emails and instant messages, as well as examine the role that digital media plays in business. The last units cover how to format and write specific types of business messages. In the second semester, students will learn about different kinds of workplace documents they may need to read or write on the job. Then the course introduces them to the design and visual components of workplace documents, along with strategies for giving business presentations. The next portion focuses on the role that professional and interpersonal skills play in the workplace. Lastly, they will learn strategies that will help them find and apply for jobs.

Business Information Management A/B CP (Online – Edmentum)

HSED9148/HSED9149 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*

This course is intended as a practical, hands-on guide to help students understand the basic computer skills required during their college education and when pursuing a career. This course will cover the needs for technology in business organizations and how businesses use hardware, software, Internet, and emerging technologies. This course also covers productivity applications such as word processing software and spreadsheet software. The second semester will covers the use of presentation software for preparing, enhancing, and delivering business slideshows. It also covers how databases are used to store data and improve the decision-making capabilities of business organizations. Additionally, the course covers the principles of website design and project management in business organizations.

Business Management A/B (Bright Thinker)

HSBT9004/HSBT9005, HSBT9004D/HSBT9005D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Business Management is a fundamental component within the Career and Technical Education clusters of Business, Marketing, and Finance. Students will explore changing perspectives on management, focusing on leadership. They will then engage in ethical case studies, assessing different organizational structures. Units 4 through 6 will involve dissecting the decision-making process in management contexts, including aspects like quality control and enhancing communication. From unit 7 onward, students will delve into topics such as employee compensation and legal considerations related to recruitment and termination. The course culminates in providing students with practical tools for developing personal habits and fostering team cohesion.

Certified Nurse Aide A/B CP (Online – Edmentum)

HSED9079/HSED9080, CTESKY9079/CTESKY9080 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

The course is designed to enable students to learn the key skills and information that they need to work as certified nurse aides. The course is based on the NNAAP Exam syllabus and is designed to prepare students to take the exam and become certified nurse aides. While going through this course students will explore concepts related to effective communication for nurse aides, how to work on multidisciplinary teams, cultural competency, an. key points that nurse aides should report to their nurse supervisors. Students will also be doing in-depth studies of the history of medical terminology and the basic components of medical terms, medical abbreviations, acronyms, and symbols with their full forms. Students will study body structures, including the musculoskeletal, integumentary, endocrine, nervous, sensory, lymphatic, and immune systems. They will list diseases and disorders associated with these body systems and also identify specializations, medical equipment, diagnostic and treatment procedures, and medications related to each of these systems. Finally, they will focus on the five body systems, which include the respiratory, cardiovascular, reproductive, digestive, and excretory systems. Students will recall the structures and functions of each body system, list diseases and disorders associated with each, and identify specializations, medical equipment, diagnostic and treatment procedures, and medications related to these systems.

Child Development & Parenting A/B CP (Online – Edmentum)

HSED9005/HSED9006, HSES286/HSES295 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

This course explores child development, parenting, and essential communication skills. Students will learn fundamental concepts of parenting, workplace skills, and recent parenting trends. By the end of the course, students will gain valuable knowledge and skills for successful parenting and understanding child development.

Child Development (Bright Thinker)

HSBT9003, HSBT9003D *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

Child Development equips students with the comprehension of children's physical, social, emotional, and intellectual progression. It aims to furnish young individuals with the requisite knowledge and abilities vital for nurturing and guiding children, whether as parents or caregivers. The focus lies in aiding students to establish environments conducive to children's optimal development. Additionally, students explore career opportunities within the field of child development.

Commercial Photography I A/B (Bright Thinker)

HSBT9034D/HSBT9035D *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Commercial Photography I enhances students' proficiency in digital photography, professional communication, and design. Beyond mere image capture, commercial photography encompasses marketing, collaboration, organizational skills, design principles, and more. Students delve into various concepts, including client interaction, image editing, portrait posing, scene styling, manual camera operation, design principles application, career preparation, and purposeful image creation. Through real-world projects and exposure to diverse aspects of the industry, students gain valuable insight into the dynamics of the creative production field. Upon completion of Commercial Photography I, students depart with a wealth of knowledge and a portfolio primed for the industry.

Commercial Photography II A/B (Bright Thinker)

HSBT9036D/HSBT9037D

Credits: 10

Commercial Photography II builds upon students' proficiency in digital photography, professional communication, and design established in Commercial Photography I. While Commercial Photography I introduced foundational concepts such as lighting, posing, image retouching, client interaction, styling, and manual camera operation, Commercial Photography II delves deeper into several of these areas. Additionally, students are introduced to new concepts including leadership, entrepreneurship,

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conceptualization, architectural photography, stock photography, and finding inspiration. Through engaging in real-world projects and gaining exposure to various career paths within photography, students gain valuable insights into the demands of the creative production industry. These projects aid students in setting goals and planning for their future endeavors. Emphasizing the importance of continuous practice, Commercial Photography II encourages students to explore and capture photographs regularly. Upon completion, students of Commercial Photography II depart with an extensive knowledge base and a portfolio ready for the industry.

CompTIA A+ with Exam Prep A/B CP (Online – Edmentum)

HSED9071/HSED9072, CTESKY9071/CTESKY9072 9th–12th Grade Credits: 10 CSU/UC Approved for "G"

This course is focused on the exam objectives of CompTIA A+ 220-901. Students will learn about computer hardware and networking. Students will learn about mobile devices and their features. Students will learn how to identify and troubleshoot problems related to hardware, networking, printers, storage devices, and mobile devices. Unit activities in the course help students to develop and apply critical thinking skills. Animations and screenshot based slideshows included in the lesson keep students engaged. Students can understand technical concepts very easily. Simulations provide students a real computer environment to practice various procedural steps. These simulations emulate the CompTIA A+ performance based questions. Practice Test at the end of the course help students to attempt questions that are similar to CompTIA A+ 220-901 certification exam.

CompTIA Network+ Certification (N10-007) A/B CP (Online – Edmentum)

HSED9176/HSED9177, HSES510/HSES511 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

CompTIA Network+ Certification (N10-007) is a yearlong course that covers the objectives of the CompTIA Network+ Certification (N10-007) exam. The first semester begins by describing networking concepts such as network topologies,protocols, Internet Protocol (IP) addressing, switching, and routing. You'll describe wireless technologies, virtualization, cloud computing, and network services. You'll also describe network cables and connectors, network devices, and network storage technologies. The second semester begins by describing network documentation and best practices. You'll describe network monitoring tools and remote access methods. You'll explain business continuity and disaster recovery methods. You'll describe the methods to secure a wireless network. You'll describe the types of network attacks. You'll identify various device hardening and mitigation techniques. You'll describe troubleshooting methodology and tools. You'll explain how to troubleshoot wired and wireless connections and network service problems.

CompTIA ITF A/B

CTESKY9073/CTESKY9074 *9th–12th Grade*

Credits: 10

This course prepares students for CompTIA IT Fundamentals Certification. Students will learn fundamental vocabulary, operating systems, and information technology processes that are essential for IT professionals. Students will learn how to identify and solve common IT problems. Students will also be prepared to take and pass the CompTIA Fundamentals exam as a necessary step towards industry certification.

Computer Programming 1 A/B CP (Online – Edmentum)

HSED9036/HSED9037, HSES431/HSES432 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Part of the Courseware Career and Technical Education (CTE) Library, Computer Programming combines engaging online and offline activities in a rigorous one-semester course for high school students who may be aspiring to technical careers. Building on lessons covering the software development lifecycle and software development methodologies, the course uses online discussions, activities, and lessons to lead your students through additional key topics such as quality control, system implementation, and maintenance and the increasingly important issue of system security.

Computing for College & Careers A/B CP (Online – Edmentum)

HSED9010/HSED9011, HSES347/HSES460 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

This course is designed to enable students at the high school level to develop basic computer skills that they can use during their college education and also in their careers. This course is designed to enable all students at the high school level to develop the critical skills and knowledge that they will need to be successful in careers throughout their lives. The course is based on Career and Technical Education (CTE) standards designed to help students prepare for entry into a wide range of careers and/or into postsecondary education.

Construction 1 A/B CP
CTESKY101/CTESKY102 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "F"*
Construction 1A contains units on safety, tools and materials. Detailed information on safety, tools and materials required, and stepby-step procedures are presented for each project. Smaller lead up exercises precede each shop project for the practice of specific skills. Students engage in a variety of lead up exercises and projects to ensure exposure to a multitude of skills. Hands-on learning includes smaller scale projects to develop mastery of hand and power tool carpentry skills. Construction 1B contains units on safety, tools and materials. Detailed information on safety, tools and materials required, and step-by-step procedures are presented for each project. Smaller lead up exercises precede each shop project for the practice of specific skills. Students engage in a variety of lead up exercises but with an added focus on projects to ensure exposure to a multitude of skills. Hands-on learning includes smaller and medium scale projects to develop mastery of hand and power tool carpentry skills.

Construction 2 A/B CP
CTESKY201/CTESKY202 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
Construction 2A contains units on safety, tools, and materials for projects at an intermediate level of difficulty. Detailed information on safety, tools and materials required, and step-by-step procedures are presented for many of the projects. Smaller lead up exercises precede each shop project, allowing students to practice specific skills related to the project, such as the proper operations of hand tools or the use of measurement devices. Students engage in a variety of projects to ensure exposure to a multitude of skills. Projects include notched-top sawhorse, a picnic table and more. Construction 2B contains units on safety, tools, and materials for projects at an intermediate level of difficulty. Detailed information on safety, tools and materials required, and step-by-step procedures are presented for many of the projects. Smaller lead up exercises precede each shop project, allowing students to practice specific skills related to the project, such as the proper operations of hand tools or the use of measurement devices. Students engage in a variety of projects to ensure exposure to a multitude of skills. Hands-on learning includes larger-scale project for exposure to new and repeated carpentry skills.


Counseling & Mental Health A/B (Bright Thinker)
HSBT9041D/HSBT9042D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
This Career and Technical Education course caters to students pursuing pathways in Health Science or Human Services. It covers essential soft skills vital for personal and professional development, including time management, critical thinking, and effective communication. Additionally, the curriculum delves deeply into mental health topics, spanning from historical contexts to contemporary care systems, nervous system dynamics, and various mental health disorders. Students engage in research to understand the professional development aspects of mental health workers, including scope of practice and adapting to industry changes. The course also explores career opportunities within the mental health field and provides insights into available training avenues.


Culinary Arts A/B CP (Online – Edmentum)
HSED9002/HSED9003, HSES375/HSES376 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
This course covers the history and development of the culinary arts; the basics of nutrition; and health, safety, and sanitation. It covers basic science principles used in cooking and various cooking methods. It also explores the culinary skills required to make a variety of items, ranging from stocks and soups to seafood and poultry to various breads and desserts.


Digital Audio Technology I A/B (Bright Thinker)
HSBT9043D/HSBT9044D *9th–12th Grade*
Credits: 10
This course offers an introduction to Digital Audio Technology, covering the history of audio recording and modern trends like computer music and digital audio workstations. It explores the entire audio production process, including scriptwriting, sound effects, and music composition for film. Additionally, it delves into career opportunities, educational paths, industry certifications, ethical considerations, legal aspects, and developing employability skills such as interviewing and resume writing.


Digital Design & Media Production (Bright Thinker)
HSBT9045D *9th–12th Grade*
Credits: 5
Digital Design and Media Production offers a comprehensive introduction to graphic design, video production, and social media marketing. Topics include audience identification, graphic design principles, advertising, videography, and social media. Students develop skills in logo design, videography, and social media marketing through projects like creating a news package and tailored

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ad plans. They also learn about planning, research, fair use, and copyright laws. The course explores the impact of the internet on advertising and marketing and provides hands-on experience in media production.

Drafting and Design A/B CP (Online – Edmentum)

HSED9155/9156
Credits: 10

This course is designed to familiarize students with various aspects of drafting and design. The course covers fundamental concepts of drafting and design, including topics such as drafting tools, drafting conventions, sketching and drawing techniques, types of views and projections, and basic computer-aided design and drafting (CADD) operations. By the end of the course, students will have a solid understanding of drafting and design principles and will be equipped with the necessary skills to apply them effectively.

Entrepreneurship A/B CP (Online – Edmentum)

HSED9051/HSED9052, HSES396 (*semester A only)* *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*

This course is intended to help students understand the components of a business plan, ideation and innovation in products and pricing, the market research process, and various management functions of operations management. This course will cover the roles and attributes of an entrepreneur, marketing and its components, the selling process, and operations management. The second semester of this course is intended to help students understand the concept of accounting and its role in business, different firm ownership structures, importance of business ethics, and the scope and importance of quality management. This course will cover the different types of capital that a business needs at different stages, nature of legally binding contracts, different functions of the human resources division of a company, and the types of risks that entrepreneurs have to face.

Entrepreneurship A/B (Bright Thinker)

HSBT9006/HSBT9007, HSBT9006D/HSBT9007D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*

The Entrepreneurship course cultivates students' enthusiasm for initiating, growing, and succeeding in business endeavors. It covers the fundamentals of business inception, from generating innovative ideas to achieving profitability. Beyond mere startup concepts, the course explores product development, marketing strategies, distribution channels, and sales tactics. Students delve into areas such as pricing strategies, financial planning, accounting, fundraising, marketing research, and legal considerations. Through handson practice, including the development of a business plan, students acquire a comprehensive understanding of the requirements for business success and may be inspired to pursue their own entrepreneurial ventures.

Essential Career Skills (Online – Edmentum)

HSED9033, HSES293 *9th–12th Grade*
Credits: 5

This course helps students understand and practice critical life and workplace readiness skills identified by employers, state boards of education, and Advance CTE. These skills include personal characteristics, such as positive work ethic, integrity, self-representation, and resourcefulness, as well as key people skills, communication skills, and broadly-applicable professional and technical skills. These skills are universally valuable but sometimes assumed or glossed over in more career-specific courses. For that reason, this provides students with a solid foundation in their career studies.

Food Handler and Food Manager Certifications CP (Online – Edmentum)

HSED9178, HSES512 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*

The Food Handler and Food Manager Certifications course prepares students for competency exams in food handling and management. Students gain the knowledge and skills needed to provide safe food as handlers or managers. Students will possess the competence and expertise to meet rigorous standards in food safety and management.

Game Development CP (Online – Edmentum)

HSED9038, HSES232 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*

This comprehensive course offers students a thorough understanding of game development, equipping them with the necessary skills for a successful career in the field. Students will delve into various aspects, including the history of video games, character development, mobile game design, user interface design, social gaming, and development design principles and methodologies. Interactive games are integrated throughout the course to enhance the learning experience and gauge student proficiency while still focusing on establishing a solid foundation for a future career in game development.

9th–12th Grade
CSU/UC Approved for "G"

Graphic Design & Illustration I A/B (Bright Thinker)

HSBT9050D/HSBT9051D
Credits: 10
Graphic Design and Illustration I is an introductory course covering the elements, principles, and tools of the graphic design and illustration industries. Students explore design elements like color, shape, and value, applying them to projects such as product labels, logos, and figure drawing. The course emphasizes design software and hardware basics, along with professional skills like creating proposals, typography, cyber security, printing, copyright laws, and artist critiques. Students culminate the course by assembling a portfolio suitable for art school applications, job placement, or professional development.

Health Sciences 1 A/B (Online – Edmentum)

HSED9083/HSED9084 *9th–12th Grade*
Credits: 10
This one-semester course is intended to help you understand the basic structure and function of the human body. This course has 16 lessons organized into five units, plus four Unit Activities. Each lesson contains one or more Lesson Activities. This course will cover the structure of the human body systems and their functions. It will also cover diseases and medical procedures related to each body system. You will submit the Unit Activity documents to your teacher, and you will grade your work in the Lesson Activities by comparing them with given sample responses. The Unit Activities (submitted to the teacher) and the Lesson Activities (self-checked) are the major components of this course. There are other assessment components, namely the mastery test questions that feature along with the lesson, and the post-test questions that come at the end of the unit. All of these tests are a combination of simple multiplechoice questions and technology enhanced (TE) questions.

Health Sciences 2 A/B (Online – Edmentum)

HSED9085/HSED9086 *9th–12th Grade*
Credits: 10
This one-semester course is intended to help you understand the skills required to achieve success in modern-day careers related to health care. This course has 18 lessons organized into five units, plus three Unit Activities. Each lesson contains one or more Lesson Activities. This course will cover diverse topics such as the healthcare system, diagnostic services, stress management, health informatics, medical math, and professional conduct. You will submit the Unit Activity documents to your teacher, and you will grade your work in the Lesson Activities by comparing them with given sample responses. The Unit Activities (submitted to the teacher) and the Lesson Activities (self-checked) are the major components of this course. There are other assessment components, namely the mastery test questions that feature along with the lesson, and the post-test questions that come at the end of the unit. All of these tests are a combination of simple multiple-choice questions and technology enhanced (TE) questions.

Hospitality and Tourism: Traveling the Globe CP (Online – Edmentum)

HSED9112 *9th–12th Grade Credits: 5* *CSU/UC Approved for "G"*
With greater disposable income and more opportunities for business travel, people are traversing the globe in growing numbers. As a result, hospitality and tourism is one of the fastest-growing industries in the world. This course will introduce students to the hospitality and tourism industry, including hotel and restaurant management, cruise ships, spas, resorts, theme parks, and other areas. Students will learn about key hospitality issues, the development and management of tourist locations, event planning, marketing, and environmental issues related to leisure and travel. The course also examines some current and future trends in the field.

Human Growth & Development A/B (Bright Thinker)

HSBT9057D/HSBT9058D *9th–12th Grade*
Credits: 10
Human Growth and Development provides a comprehensive examination of the biological, physical, social, and emotional progression of humans across various life stages. Beginning with prenatal development, prenatal care, and genetics, the course progresses to explore stages such as infancy, early childhood, adolescence, and adulthood. Each module includes hands-on projects focusing on topics like psychosocial and emotional development, allowing students to engage directly with individuals in different life stages. Additionally, the course covers developmental theories, societal and cultural influences, and identifies career opportunities in human development.

Human Resource Management (Bright Thinker)

HSBT9059D *9th–12th Grade*

9th–12th Grade
CSU/UC Approved for "G"

Credits: 5
Human Resource Management (HRM) is essential for organizational success. This course explores the responsibilities of HR managers, including defining roles, policies, procedures, and legal obligations. Students delve into the employee life cycle, covering hiring, training, labor laws, discipline, rewards, benefits, and termination. They also learn to balance organizational needs with employee rights, acting as liaisons between the two parties. Ultimately, the course aims to equip students with the skills to excel as future managers and employees through a deeper understanding of HRM principles.

Instructional Practices A/B (Bright Thinker)
HSBT9060D/HSBT9061D
Credits: 10
Instructional Practices offers students foundational knowledge and skills in education theory, development, and delivery. The course begins with an exploration of education history and identifies traits of effective teachers and educational environments. Students learn instructional strategies, theories of learning, and methods for course planning and delivery. Communication skills are honed for interactions with educators, parents, and stakeholders. Research projects focus on developmental theory, adult learning theory, and pedagogy, using technology for content creation and assessment. Special topics like special education and ethical responsibilities are integrated throughout. The course concludes with a field study, allowing students to observe and evaluate instructional strategies of professional educators.

International Business CP (Online – Edmentum)
HSED9095 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*
International Business is a single-semester course that describes international business and its various aspects. This course begins by describing the impact of globalization and the position of the United States in international business. In this course, students will learn about global trade theories and policies and identify major world economies. In addition, they'll determine the levels of economic cooperation between the economies, and determine the strategies that are required to enter the international business arena. Finally, students will explain the importance of human resources in global firms and describe various employability skills required in business.

Introduction to Android Mobile App Development (Online – Edmentum)
HSED9199 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*
In this course, students will describe the history of and upcoming trends in mobile app development. Students will identify career options in mobile app development and describe the skills and training required for mobile app development. Students will also describe how to start a mobile app development company. Further, students will create a new project in Android Studio. Finally, students will create the user interface of an app and make it interactive in Android Studio.

Introduction to Animal Sciences A/B CP
CTESKY9195/CTESKY9196 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
This course begins with a study of the world of animals. Students start their exploration of exotic animals, including caring for exotic animals, avian medicine, reptiles, and more. They learn about different diseases and treatments for exotic animals that are different from domesticated animals and livestock. They learn about zoo animals, the challenges of caring for them such as access to animals, and specific measures and approaches for working in such a setting. Students engage in a rigorous study of tigers including behavior, habitat, diet, anatomy, subspecies, extinction risk, their role in their ecosystems, and conservation efforts. Students research about modern captivity including legal and ethical considerations, federal versus state and local laws, exotic pet ownership, exotic zoos, disease, conditions, and more. Students learn about endangerment and conservation, poaching, trafficking and black markets. They learn about threatened and endangered species, as well as habitat fragmentation and habitat destruction. Their learning continues as they study about animal welfare and animal rights. Students investigate different habitats including tundra, desert, multiple different forest habitats, wetlands, ocean, and coral. Students complete a rigorous research project on an exotic animal including animal nutrition, vaccination, shelter, maintenance, behavior and more. Students conclude their learning by engaging in a study about protecting Earth's biodiversity including actionable ways students can work to converse plant and life diversity. They learn about anthropogenic impact to ecosystems across the globe and ways to counter extinction and habitat impact and destruction. Students learn about the specific animal groups, threatened, endangered, and extinct including differentiations between their statuses, habitats, conservation efforts, and animal adaptation.

Introduction to Cosmetology and Barbering A/B CP

9th–12th Grade

CTESKY9201/CTESKY9202 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Introduction to Cosmetology and Barbering is designed to develop essential industry skills. Students begin with hairstyling, coloring, skincare, health and safety, and licensure options, advancing to haircutting, chemical texture services, and hands-on practice. The program emphasizes technical proficiency, creativity, professionalism, and client communication. Semester B builds on these foundations, introducing advanced techniques in makeup application, lash extensions, facials, hair removal, and nail services. Students explore makeup theory, client consultation, and various beauty treatments, gaining a comprehensive understanding of industry services to enhance their versatility and employability.

Introduction to Cybersecurity CP (Online – Edmentum)

HSED9001, HSES430

Credits: 5

This course serves as an introduction to the fundamental concepts of cybersecurity. Students will explore key cybersecurity principles and programs, while identifying various types of threats and errors. They will acquire knowledge on safeguarding computer systems, networks, and data against cyberattacks, as well as understanding risk assessment, mitigation, and incident handling processes. The course also covers relevant laws, standards, and ethical considerations in the cybersecurity realm. Lastly, students will have the opportunity to explore the diverse career prospects available within the field of cybersecurity.

Introduction to Fashion Design CP (Online – Edmentum)

HSED9009 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

This one-semester elective course provides an introduction to the fundamentals of fashion design. Students will delve into the history of fashion, examine its components, and explore the influences and contributions of notable fashion innovators. The course covers the essential steps involved in garment production, from initial research and forecasting to fabric manufacturing and the creation of sample garments. Students will familiarize themselves with fashion terminology, life cycles, adoption theories, and consumer behavior. By the end of the course, students will have gained a comprehensive understanding of fashion concepts and the various stages of garment production.

Introduction to Finance CP (Online – Edmentum)

HSED9141 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

This one-semester course is designed to provide students with a solid foundation in essential finance concepts. Organized into five units with twenty-one lessons, the course offers a comprehensive exploration of finance. Topics covered include the significance of finances and financial planning in personal and business contexts, effective financial management strategies, diverse investment approaches, and potential career paths in the finance industry. By the end of the course, students will have gained a thorough understanding of fundamental finance principles and their practical applications.

Introduction to iOs Mobile App Development (Online – Edmentum)

HSED9200 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

In this course, students will describe the history of and upcoming trends in mobile app development. Students will identify career options in mobile app development and describe the skills and training required for mobile app development. Students will also describe how to start a mobile app development company. Further, students will create a new project in Xcode. Finally, students will create the user interface of an app and make it interactive in Xcode.

Introduction to Military Careers CP (Online – Edmentum)

HSED9031, HSES438 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

Introduction to Military Careers is a comprehensive single-semester course that explores the diverse array of career opportunities available within the US military and its branches. Students will delve into the foundational aspects of the US military, including its historical background, organizational structure, and branch distinctions. The course also provides an in-depth examination of the various occupations within the military and the corresponding qualifications necessary for each role. Enlistment requirements, training programs, pay systems, and the extensive benefits associated with military service are covered extensively. Furthermore, students will gain insight into the significance of personal attributes, habits, and physical well-being for a successful military career.



9th–12th Grade
CSU/UC Approved for "G"

Introduction to Nursing A/B CP

CTESKY9114/CTESKY9115 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "D"*

This course provides students with a lab-based anatomy science emphasizing nursing skills and health science. Through the course students study a variety of biological concepts including; an in-depth study of human anatomy systems, cellular biology, DNA replication, gene inheritance, homeostasis, positive and negative feedback, evolution, and more. Labs and activities also provide opportunities for students to engage in scientific practices including developing and using models, asking questions, planning and carrying out investigations, and analyzing and interpreting data. Technical instruction includes a study of body-orientation, medical terminology, pharmacology, nursing education, nursing history, nursing job responsibilities, CNA-aligned nursing skills, CPR training and more. Throughout the course students also practice with medical technology to build mastery of nursing skills. Students will also participate in career and industry exploration within the health science sector.

9th–12th Grade CSU/UC
Approved for "G"

Introduction to Nursing A/B CP (Online – Edmentum)
HSED9114/HSED9115, CTESKY9114/CTESKY9115, HSES490/HSES491
Credits: 10
This course introduces students to the field of nursing. Students will learn about the history and evolution of nursing, education and licensure requirements, career path options, and nursing responsibilities. Students will also focus on foundational information such as basic anatomy, physiology, medical terminology, pharmacology, first aid, and disease prevention. Students will also examine various nursing theories, as well as focus on the nursing process, including assessment, diagnosis, and treatment options. Students will also learn about professional and legal standards and ethics. Additional skills of communication, teaching, time and stress management, patient safety, crisis management will be included.

Introduction to Social Media CP (Online – Edmentum)
HSED9012, HSES374 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*
This one-semester elective course is intended as a practical, hands-on guide to help students understand the world of social media and how individuals, social groups, and businesses are using different types of social media.

Marketing, Advertising, & Sales CP (Online – Edmentum)
HSED9093 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*
This one-semester course is intended to help students learn about the scope and importance of marketing, advertising, and sales in a business. This course will cover various marketing functions, product planning, advertising operations, and the process of selling.

Medical Terminology A/B (Bright Thinker)
HSBT9066D/HSBT9067D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
Medical Terminology is designed for students interested in the medical field. The course covers Latin and Greek roots, prefixes, suffixes, combining forms, and eponymous terms relevant to the human body's systems. Students explore various professions, specialists, and treatment plans associated with different body areas. Through the study of medical terms and their origins, the course offers new perspectives on understanding the body.

Money Matters A/B (Bright Thinker)
HSBT9069D/HSBT9070D *9th–12th Grade*
Credits: 10 "
Money Matters is a CTE course introducing students to fundamental financial concepts, institutions, and careers. Students explore business practices, financial industry careers, consumer rights, and banking. They investigate credit, loans, identity theft, economic concepts, and the Federal Reserve System's role. Additionally, students learn about investing and portfolio diversification before examining risk management through insurance products. Practical projects include bank account reconciliation, tax preparation, and budget creation.

Networking Fundamentals A/B CP (Online – Edmentum)
HSED9173/HSED9174 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
The Networking Fundamentals course provides an introduction to networking careers and essential concepts. Students will explore types of networks, network topologies, software-defined networking, and private/public networks, including intranets and extranets. They will also gain knowledge about Internet of Things (IoT) technologies. The course covers networking models, protocols, IP addresses, and subnetting, as well as identifying networking devices, cables, media, and connectors. Additionally, students will learn to install a network operating system and set up a small wired network. The second semester focuses on network planning, administration, troubleshooting, and maintenance, encompassing project management phases, planning, designing, and documenting networks, wireless networking standards, access methods, virtual private networks, cloud computing, and wired/wireless network troubleshooting. Students will also explore disaster recovery methods and network maintenance practices.

Principles of Agriculture A/B CP (Online – Edmentum)



9th–12th Grade
CSU/UC Approved for "G"

HSED9132/HSED9133, HSES498/HSES499 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
This course is intended to help students to be familiar with various aspects of the agriculture, food science, and natural resources industries. This course covers basic concepts in the field of agriculture, food science, and natural resources. The second semester covers basic concepts related to animal science, food science and technology, and power and structural technology It also covers career opportunities in these fields and the academic skills and knowledge required for a successful career in agriscience.

Principles of Arts, A/V Technology and Communications A/B CP (Online – Edmentum)
HSED9204
Credits: 10
This one-semester course provides a practical, hands-on guide to essential skills for careers in the arts, audio/video technology, and communications. Organized into five units with 16 lessons and activities, it covers key industry topics to prepare students for success in these fields.



Principles of Business, Marketing and Finance A/B CP (Online – Edmentum)
HSED9045/HSED9046, HSES359/HSES360 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
Principles of Business, Marketing, and Finance is intended as a practical, hands-on guide to help students understand the skills required to achieve success in modern-day careers in the business, marketing and finance cluster.



Principles of Business, Marketing and Finance (Bright Thinker)
HSBT9009/HSBT9010, HSBT9009D/HSBT9010D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
The Principles of Business, Marketing, & Finance course offers a comprehensive exploration of various business aspects and free enterprise. Students delve into disciplines such as goods versus services analysis, economics, financial management, personal finance principles, marketing, global economy, and government's role in business. Soft skills like business ethics, leadership, and employee management are emphasized, alongside hard skills such as product management, finance, marketing campaigns, and sales. The course also addresses career opportunities and necessary professional skills for success in the industry. By the course's end, students gain a broad understanding of starting, operating, and managing a successful company.



Principles of Education and Trainin. A/B CP (Online – Edmentum)
HSED9159/HSED9160 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
This course is intended to help students learn career opportunities in the education and training career cluster. This course covers career opportunities in the three pathways in the education and training cluster—administration, education, and professional support. In addition, the course covers personal and professional skills that are necessary for a career in this field. The second semester is intended to help students learn teaching strategies as well as the importance of child growth and development for educators. This course explains child development, health, nutrition, and safety requirements for children. In addition, the course covers teaching strategies as well as technologies that can aid educators.



Principles of Education & Training A/B (Bright Thinker)
HSBT9074D/HSBT9075D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
Through an exploration of the Principles of Education and Training, students will delve into the roles and obligations of educators, administrators, and administrative support staff. They will scrutinize the attributes, characteristics, and traits exhibited by highly effective educators. Additionally, students will assess various educational pathways available as they pursue careers in professional education. The course also examines the potential opportunities and trajectories when entering fields such as corporate training or offering independent training services to diverse clientele. Throughout the curriculum, students will learn instructional methodologies and develop skills in crafting lesson plans. Employing critical thinking abilities, they will formulate their personal educational philosophies. Drawing insights from the perspectives of students, teachers, and support professionals, utilizing real-life scenarios, the course aims to elucidate the multifaceted role of an "educator for life." Culminating the course, students will devise a graduation plan aligning with their aspirations as professional educators.

9th–12th Grade CSU/UC
Approved for "G"

Principles of Engineering & Tech A/B CP (Online – Edmentum)
HSED9048/HSED9049, HSES231 (*semester A only)* *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
This easy-to-manage course provides students with essential STEM knowledge and an effective overview of STEM careers. The course's 15 lessons are interspersed with activities and online discussions that engage learners and promote understanding and achievement. Topics covered include biotechnology, mechanics, and fluid and thermal systems. The concluding lesson provides a valuable overview of the overall engineering design process.

Principles of Government and Public Administration A/B CP (Online – Edmentum)
HSED9161/HSED9162, HSES500/HSES501
Credits: 10
This course provides a comprehensive understanding of the foundations and operations of the United States government. Students will explore the history and development of the U.S. Constitution, as well as the functions of government and public administration. In the second semester, the course focuses on equipping students with the necessary skills for professionals in the field. Students will delve into career opportunities in government and public administration. The course also addresses essential interpersonal and technological skills required in the workplace, while examining the role and impact of geography, science, and technology on governmental and public administrative functions.

Principles of Government & Public Administration A/B (Bright Thinker)
HSBT9076D/HSBT9077D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
Principles of Government and Public Administration (PGPA) introduces students to public policy careers, exploring government from various perspectives: government and private-sector employees and elected officials. The course covers different career paths, ethical and professional standards, theories of governmental development, and constitutional principles underlying America's federal and unitary forms of government. Students learn about protecting citizens' rights to due process and the influence of interest groups on public policy. They also analyze policymaking's impact on culture, society, foreign policy, and government's role in stimulating invention and innovation in a free-market economy.

Principles of Health Science A/B CP (Online – Edmentum)
HSED9034/HSED9035, HSES357/HSES358 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
With a focus on health science topics and careers, students will explore the diverse field of health science and the increasing demand for professionals in this area. The course covers essential concepts such as medical terminology, physiology, and human homeostasis, providing a solid foundation for further exploration. By the end of the semester, students will have a broad understanding of health science and the various career paths available to them.

Principles of Health Science A/B (Online – Bright Thinker)
HSBT9011/HSBT9012, HSBT9011D/HSBT9012D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
The Principles of Health Science course prepares students for careers in the health science field, covering healthcare systems, team roles, and various career paths. It focuses on personal and professional skills like character, teamwork, and leadership. Content includes healthcare science, measurement, anatomy and physiology, safety practices, and healthcare across life stages. Discussions encompass laws, regulations, best practices, and professional ethics. With a career emphasis, topics also include career preparation, student and professional organizations, and the healthcare job market.

Principles of Hospitality and Tourism A/B CP (Online – Edmentum)
HSED9043/HSED9044, HSES433/HSES434 *9th–12th Grade Credits: 10* *CSU/UC Approved for "G"*
The first semester of this course aims to provide students with a comprehensive understanding of the hospitality and tourism industry. Students will explore the industry's history, diversity, components, and various career opportunities available. In the second semester, students will focus on developing the personal and professional skills required for a successful career in hospitality and tourism. This includes enhancing interpersonal and communication skills, cultivating professional competencies, and further exploring career prospects within the industry. Throughout both semesters, students will gain valuable insights and knowledge that will prepare them for a rewarding journey in the hospitality and tourism field.



9th–12th Grade
CSU/UC Approved for "G"



Principles of Human Services A/B CP (Online – Edmentum)

HSED9128/HSED9129 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*

The first semester of this course is designed to provide students with a comprehensive understanding of career opportunities within the human services career cluster. Students will explore various pathways, including counseling, mental health services, and consumer services. Emphasis is placed on developing essential workplace skills, such as a positive work ethic, integrity, budgeting basics, selfrepresentation, and teamwork. In the second semester, students will delve into additional pathways within human services, such as childcare, family services, and personal care services. They will also further enhance workplace skills, including customer service and internet and information technology proficiency. By the end of the course, students will be equipped with the knowledge and skills necessary to pursue a successful career in the diverse field of human services.

9th–12th Grade
CSU/UC Approved for "G"

Principles of Human Services (Bright Thinker)

HSBT9013, HSBT9013D
Credits: 5
The Principles of Human Services course allows students to explore careers in counseling, mental health, early childhood development, family and community services, and personal care. Students develop skills vital for success in high-skill, high-wage, or high-demand careers, including responsible decision-making, goal-setting, and crisis management.

Principles of Information Technology A/B CP (Online – Edmentum)

HSED9041/HSED9042, HSES428/HSES429, CTESKY9041/CTESKY9042 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
This course takes the next steps in preparing learners for a career in information technology. Covering software, hardware, and implementation topics, the course also addresses the security and ethical issues that students will face in an IT career. Combining lessons, online and offline activities, and interactive discussions, the course will provide a practical yet cutting-edge look at the issues faced by leading IT professionals today and in the future.

Principles of Law, Public Safety, Corrections, and Security A/B CP (Online – Edmentum)

HSED9163/HSED9164 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
This course serves as a practical and hands-on guide to understanding the operations of law enforcement agencies, courts, the correctional system, and security and emergency agencies. The course delves into the history and development of criminal law, court procedures, and the roles of law enforcement and private security in public safety. It also addresses the ethical and legal responsibilities of professionals in the field, as well as working conditions. In the second semester, the course focuses on the personal, professional, and technological skills necessary for success in the field of law, public safety, corrections, and security.

Principles of Law, Public Safety, Corrections, & Security A/B (Bright Thinker)

HSBT9078D/HSBT9079D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
Principles of Law, Public Safety, Corrections, & Security examines the foundations of the legal system and the roles of public servants and first responders. The course begins with an overview of law origins and the U.S. Constitution, applying constitutional rights to public service contexts. In law, students analyze the court system, lawyer roles, and courtroom procedures. In public safety, they explore the duties of police, firefighters, and EMTs. In corrections, they learn crime classification, differences between prisons and jails, and functions of criminal courts. The course also covers public and private security, including celebrity protection and event security. Students gain insight into related careers, ethical considerations, and career pathways.

Principles of Manufacturing A/B CP (Online – Edmentum)

HSED9116/HSED9117 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
California Course Principles of Manufacturing, Semester A, is intended to help students be familiar with the evolution of manufacturing and describe manufacturing processes and systems. This course will cover the history and evolution of manufacturing, manufacturing processes, engineering design, and production systems. California Course Principles of Manufacturing, Semester B is intended to help students be familiar with quality control systems, explain the importance of maintenance and marketing, and identify key professional and personal skills that are helpful in having a successful career in the field of manufacturing.

Principles of Transportation, Distribution, and Logistics A/B CP (Online – Edmentum)

HSED9098/HSED9099, HSES502/HSES503 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*
This course is intended to equip students with the knowledge and skills required for a career in Transportation, Distribution, and Logistics (TDL). This course covers the evolution of the TDL industry, various modes of transportation, and the role of the TDL industry in world trade and globalization. It also covers career opportunities in TDL. In addition, it covers workplace skills, such as positive work ethics, integrity, self representation, and communication and interpersonal skills required to be successful in the workplace.

Professional Communications CP (Online – Edmentum)

HSED9165, HSES488 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

This one-semester course serves as a practical and hands-on guide for students seeking to familiarize themselves with the communication skills necessary in a professional setting. With 13 lessons organized into five units, including three Unit Activities, the course covers essential aspects of communication, such as the communication process, elements of effective communication, and common barriers. It focuses on developing reading, writing, speaking, and listening skills applicable to general communication needs. The course also emphasizes communication skills relevant to the business environment, including job interviews, group discussions, problem-solving, and the use of technology in communication.

Psychology (Bright Thinker)

HSBT9080, HSBT9080D *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

The Psychology course begins with foundational social science skills, including ethical decision-making and statistical evaluation. After an overview of psychology careers, students delve into the brain's physical protcesses, sense perception, and body systems. They study development theories, personality, conditioning, mental processes like thinking and memory, language acquisition, motivation, and emotions. Exploring levels of consciousness, students examine disorders and abnormal behavior. The course ends with a focus on individual and social behavior, covering stress, attitude formation, conflict resolution, conformity, obedience, altruism, and morality.

Robotics I A/B CP (Online – Edmentum)

HSED9179/HSED9180, HSES513/HSES514 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

Robotics I, Semester A provides a comprehensive understanding of robotics through various concepts. It explores the evolution, applications, and career opportunities in robotics, emphasizing teamwork and essential employability skills. The course delves into Newton's laws of motion, electricity, electronic circuits, Boolean algebra, and magnetics, demonstrating their relevance to robotics. Students learn safety procedures and construct a simple robot. In Robotics I, Semester B, students explore more advanced topics. The importance of project management and the engineering design process are discussed. The course highlights the use of software for robot control and guides students in creating a robotic arm. Ethics and laws related to robotics are explored, and students gain handson experience in programming a robot. Testing, maintenance, and creating a proposal for a robot are also covered in this course.

Sports and Entertainment Marketing CP (Online – Edmentum)

HSED9047, HSES408 *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

Sports and Entertainment Marketing is intended to help students gain an insight into the field of sports, entertainment, and recreation marketing. This course covers fundamental concepts in sports, entertainment, and recreation marketing. It also covers essential skills related to advertising, sponsorship, and marketing campaigns. In addition, the course covers crucial workplace skills, such as teamwork and leadership skills.

Sports & Entertainment Marketing (Bright Thinker)

HSBT9083D *9th–12th Grade*

Credits: 5 *CSU/UC Approved for "G"*

In Sports and Entertainment Marketing, students explore marketing fundamentals within sports and entertainment sectors, including music, theater, and television. They practice targeted marketing and segmentation techniques, developing strategies for ticket sales, game operations, events, and sports press kits. Topics include distribution of media, fan experience, promotional plans, sponsorships, endorsements, business ethics, and sports legislation. By course end, students grasp career pathways and opportunities in sports and entertainment industries.

Veterinary Science A/B CP

CTESKY9197/CTESKY9198 *9th–12th Grade*

Credits: 10 *CSU/UC Approved for "G"*

This course begins with a study of veterinary science. Students learn about the history of Veterinary medicine before studying current research in the field. Students examine different types of careers within Veterinary Science as well as the ethics within veterinary medicine. Students then learn about the principles of animal anatomy and physiology including an in-depth study of animal body systems including; the musculoskeletal, respiratory, circulation, excretory, reproductive, integumentary, digestive, immune and lymphatic, endocrine, and nervous systems. Students learn the terminology of veterinary anatomy, and practice applying these terms to animals. Then students learn about the characteristics of healthy animals. They study visual signs and psychological signs of health, as well as how to consider the historical health of an animal. Students learn to recognize signs of illness in animals as well. Students

learn the fundamentals of checking animal vital signs as well as a systematic approach to physical examination. Students then learn about small animal care beginning with skeletal and muscle disorders and the tools and equipment used to diagnose and treat these ailments. Students study the different parts of the nervous systems of small animals. Students compare and contrast the differences between infectious diseases. They also study endocrine disease and gastrointestinal diseases of small animals. Lastly students learn the basics of animal science and livestock. Students study cattle, pigs, sheep, goats, and poultry and their physiology. They compare and contrast the digestive system of different animals, they study water consumption of various animals, as well as different types of shelters, and feeding for various animals. Students then explore basic health care of livestock. They study signs of trouble, as well as methods of care, livestock breeding and reproduction. Students examine different careers within agriculture, and animal care.

Video Game Design A/B (Bright Thinker)

HSBT9085D/HSBT9086D *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*

Video Game Design equips students with skills for planning, designing, and developing original video games. They learn game story creation, storyboarding, level design, game mechanics, and character design. Development skills cover pseudocode, algorithms, programming functions, graphics, animation, and sound. Students use suitable game engines for game creation and discuss video game history and genres, including game theory for audience understanding. They create and submit an original game for critique, play and critique peers' games, and analyze existing video games. They also learn to create and understand Game Design Documents (GDDs), an industry standard.

Virtual Business (Online – Bright Thinker)

HSBT9015 *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*

The Virtual Business course covers the essentials of launching, operating, and overseeing an online enterprise. It's tailored for students keen on establishing a virtual business, delving into aspects like web presence creation, online and offline marketing, business contracts, and project-management systems. Additionally, students explore bookkeeping, legal business structures, telecommuting management, record-keeping, and entrepreneurship. The course guides students through career pathways via personality and career assessments, culminating in the creation of a company with a business plan, branding, and website development using common website builder tools.

Web Communications (Bright Thinker)

HSBT9087D *9th–12th Grade*
Credits: 5 *CSU/UC Approved for "G"*

In Web Communications, students discover the principles of digital citizenship, exploring rights, responsibilities, and digital communication tools. They learn to discern valid internet sources and gain insights into new technologies. The course covers the evolution of the Web, addressing topics like internet safety, security, and cyberbullying. Students apply their knowledge by writing a web-hosted blog post with HTML elements and delve into web design fundamentals, culminating in a project to create a basic webpage.

Web Technologies A/B CP (Online – Edmentum)

HSED9039/HSED9040, HSES372/HSES373 *9th–12th Grade*
Credits: 10 *CSU/UC Approved for "G"*

The first semester is intended as a practical, hands-on guide to help students understand the concepts of website design. This course guides students how to create a website using web technologies. This course will cover careers in web technology, uses of web technology, and emerging trends in web technology. It also covers principles of design and creation of graphics. In addition, the course covers Internet protocols, web development tools, and client-server processing. The course also covers web page creation using HTML and style sheets. Finally, the course covers website design and the web development process. The second semester is intended as a practical, hands-on guide to help students understand advanced concepts of website design and concepts related to desktop publishing and multimedia. This course covers the creation of desktop publishing and multimedia projects. It also covers legal and ethical issues related to the Internet and website design. In addition, this course covers web page creation using JavaScript. It also covers DHTML and XML. The course additionally covers how to gather requirements from the client, plan out website development, create a wireframe, and create and publish a website. Finally, the course covers web maintenance and web administration.

World Health Research A/B (Bright Thinker)

HSBT9088D/HSBT9089D *9th–12th Grade Credits: 10* *CSU/UC Approved for "G"*

World Health Research introduces students to global risk factors and health outcomes, contrasting developed and developing nations. It analyzes primary care origins and organizations monitoring global health threats. Students explore research methods and design

studies to understand global health issues and impacts, including infectious and chronic diseases and emerging medical technologies. The course concludes with discussions on ethical concerns, clinical trials, and strategies for enacting global change in healthcare.



High School Electives – Pathways Trips

Students may be required to attend a small group instruction class while taking any of the following classes

Career Exploration at Blackbird Farm
HS9097 *9th–12th Grade*
Credits: 5
Students will learn about multiple careers in the fields of construction, engineering, animal husbandry, marketing, farming, and design. Students will be able to communicate and set personal goals using language specific to CTE Pathways and standards. Students will reflect and be able to connect personal strengths to career opportunities in various CTE career industries.

Pathways: Black History and Culture
HS90197 *9th–12th Grade*
Credits: 5
In this Pathways Black History and Culture tour, students will explore multiple southern states and learn about black history from slavery till present day. Through the student's exploration of museums, historical sites, worksheets, workshops, and special speakers, group discussion/assignments, Pathways Black History and Culture Tour will allow students the opportunity to understand and explore the history of the black culture and the connection with current day events.

Pathways: Camp Blackbird
HS90202 *9th–12th Grade*
Credits: 5
In this Pathways Camp Blackbird program, students will be exploring and learning about the practices of teamwork, collaboration, critical thinking and self-reflection. The program will be a balanced mixture of experiential learning and hands on activities. During these program, the students will participate in a variety of activities such as, but not limited to; individual and group teambuilding, leadership development activities, garden/barn work and research, ropes course, archery, canoeing, etc.

Pathways: Camp Blackbird (5 day trip)
HS90224 *9th–12th Grade*
Credits: 3
In this Pathways Camp Blackbird program, students will be exploring and learning about the practices of teamwork, collaboration, critical thinking and self-reflection. The program will be a balanced mixture of experiential learning and hands on activities. During these program, the students will participate in a variety of activities such as, but not limited to; individual and group teambuilding, leadership development activities, garden/barn work and research, ropes course, archery, canoeing, etc.

Pathways: China
HS90106 *9th–12th Grade*
Credits: 5
In this Pathways China program, students will be fully immersed in the Chinese culture as they explore multiple cities within China. This program will be balanced mixture of tours lead by highly qualified guides and hands-on activities. During this trip, the students will participate in a variety of activities such as, but not limited to, individual and group teambuilding, leadership development activities, historical and cultural tours, interactions/activites with people of different cultures and backgrounds and self-reflections.

Pathways: College Tour
HS90205 *9th–12th Grade*
Credits: 3
The goal of this course is to expose students to the college environment through firsthand experience. Students are given the opportunity to tour five California colleges over a four-day trip. The opportunity to experience the differences between Cal State, UC, and private schools while learning about university life, requirements, and the application process equips students with the knowledge to make important post-secondary decisions. Students are able to reflect on their experience through journaling, writing affirmation statements, goal statements, group discussion and reflective assignments. In addition, group activities, college campus tours, and Q & A sessions with college students all contribute to students being able to more vividly visualize their post-secondary goals.

9th–12th Grade

Pathways: Crew
HS90206
Credits: 3
The objective of the CREW scholarship program is to create a classroom in which students may take an active role in pursuing their college education. The topics covered include: California college systems, goal planning, entrance and placement exams, applications, financial aid, college course selection, budgets, interview preparation, and teamwork. The knowledge gained will come from attendance at monthly meetings, active participation, and successful completion of all assigned tasks. Additionally, students will leave feeling prepared, well informed and ready to begin college with confidence.

Pathways: Crew (9th and 10th grade)
HS90238 *9th–12th Grade*
Credits: 5
The objective of the CREW scholarship program is to create a classroom in which students may take an active role in pursuing their college education. The topics covered include: California college systems, goal planning, entrance and placement exams, applications, financial aid, college course selection, budgets, interview preparation, and teamwork. The knowledge gained will come from attendance at monthly meetings, active participation, and successful completion of all assigned tasks. Additionally, students will leave feeling prepared, well informed and ready to begin college with confidence.

Pathways: Crew (11th grade)
HS90239 *9th–12th Grade*
Credits: 5
The objective of the CREW scholarship program is to create a classroom in which students may take an active role in pursuing their college education. The topics covered include: California college systems, goal planning, entrance and placement exams, applications, financial aid, college course selection, budgets, interview preparation, and teamwork. The knowledge gained will come from attendance at monthly meetings, active participation, and successful completion of all assigned tasks. Additionally, students will leave feeling prepared, well informed and ready to begin college with confidence.

Pathways: CSI
HS90207 *9th–12th Grade*
Credits: 3
In this Pathways CSI program, students will be exploring and learning about the history and significance of forensic science field. The class will be balanced mixture of social emotional learning, hands-on science labs and discussions/lectures from experts in the field. During the program, the students will participate in a variety of activities such as, but not limited to, individual and group teambuilding, science labs – (fingerprint analysis, blood splatter analysis, body decay analysis, etc, local tours/excursions related to the forensic science field (morgue, police department, labs, etc), lectures from forensic science professionals (detectives, arson experts, dentistry), self-reflections, CSI job exploration, museum visits and related tours/activities.

Pathways: Cuba
HS9047 *9th–12th Grade*
Credits: 5
Students will explore Cuban culture, politics and history and compare and contrast the Cuban lifestyle with that of life in the U.S.

Pathways: East Coast College Tour
HS90208 *9th–12th Grade*
Credits: 3
In this Pathways East Coast College Tour, students will explore multiple East Coast college campuses, admissions, and financial aid options. Through the student's collection of schools attended, worksheets, workshops, and group discussion/assignments, Pathways East Coast College Tour will allow students the opportunity and resources to map out their future after graduation.

Pathways: Farm Forensics
HS90281 *9th–12th Grade*
Credits: 3

9th–12th Grade

In this Pathways Farm Forensics program, students will be exploring and learning about the history and significance of forensic science field. The class will be balanced mixture of social emotional learning, hands on science labs and discussions/lectures from experts in the field. During the program, the students will participate in a variety of activities such as, but not limited to; individual and group teambuilding, science labs – finger print analysis, blood splatter analysis, body decay analysis, etc, local tours/excursions related to the forensic science field (morgue, police department, labs, etc), lectures from forensic science professionals (detectives, arson experts, dentistry), self-reflections, CSI job exploration, museum visits and related tours/activities.

Pathways: HBCU College Tour

HS90209

Credits: 3

In this Pathways Historically Black Colleges and Universities College Tour, students will explore multiple HBCU college campuses, admissions, and financial aid options. Through the student's collection of schools attended, worksheets, workshops, and group discussion/assignments, Pathways HBCU College Tour will allow students the opportunity and resources to map out their future after graduation.

Pathways: Ireland

HS90233 *9th–12th Grade*

Credits: 5

On Pathways Ireland students will discover why Ireland's culture, geography and history has been capturing imaginations and inspiring writers for centuries. Not only will students see and experience incredible sights, they will also learn about the amazing history of the island's economic and political powers. Through meeting local community members and Irish teenagers students will learn about Ireland's history of internal and external conflict and the power of conflict resolution and communication. Students will come home with an appreciation of culture, history, and human connection and understanding.

Pathways: Italy

HS9050 *9th–12th Grade*

Credits: 5

Students will explore Italian history and culture, exploring contextual clues found in existing art, architecture, crafts and music, and lifestyle.

Pathways: Leadership Camp

HS90282 *9th–12th Grade*

Credits: 3

In this Pathways Leadership Camp students will be exploring and learning about leadership skills and how to apply them to their daily lives and in service to others.The class will be a balanced mixture of social emotional learning, hands-on activity planning and discussions/lectures from experts in the field. During the program, the students will participate in a variety of activities such as, but not limited to; planning an activity for their fellow students, learning team building activities, reading and processing a leadership book, and growing in their leadership skills.

Pathways: Mexico

HS90145 *9th–12th Grade*

Credits: 5

In this Pathways Mexico program, students will be exploring and learning about the history and significance of US/Mexico relations and how that effects our trade economy. The class will be balanced mixture of social emotional learning and hands-on activities in county. During the program, the students will participate in a variety of activities such as, but not limited to, individual and group teambuilding, leadership development activities, learning about our trade economy, local tours/excursions, cultural immersion activities, self-reflection, various history lessons, museum/memorial visits, etc.

Pathways: Presidential Inauguration

HS90212 *9th–12th Grade*

Credits: 3

In this edition of the Pathways DC – Presidential Inauguration program, students will explore our nation's capital and experience the Presidential Inauguration. During this trip, the students will visit various historical sites and museums while witnessing an historic moment in our history. Students will discover how our political process shapes this country as the nation's past, present and future

9th–12th Grade

unite. Students will also learn and research about our ever changing and evolving world of technology and media and what impact they have on our elections and political system.

Pathways: RMPR Leadership

HS8060 *9th–12th Grade*

Credits: 5

The objective of the Rocky Mountain Pathways Work Study Program is to facilitate learning through experiencing life on a ranch. The topics covered include Native American history and traditions, animals of the ranch and Colorado, and history and landscape of Colorado. The skills developed include work and post-secondary skills, teambuilding, and problem-solving. This is accomplished through participation in work on the ranch, academic work, and experiential activities. Additionally, students will leave with an understanding of being a part of a community, their personal leadership, and a greater awareness of nature.

Pathways: Viking Adventure

HS90261

Credits: 5

Pathways Viking Adventure takes students on a journey through 3 Scandinavian countries. On our Viking Adventure students will learn about Viking history in Sweden, Norway, and Denmark. Through hands-on experiences and curriculum students will learn about the unique history of the Viking age. This course will cover Viking tales, mythology, contributions to the world and the true meaning of the word viking. Through this course students will explore the concept of sacrifice, understand its importance in personal growth and relationships, and develop empathy and gratitude through reflection and discussion. Students will learn to practice selfcompassion and cultivate a positive relationship with themselves. Students will also develop self-awareness and cultivate self-worth by composing a letter to themselves that celebrates their strengths, acknowledges their accomplishments, and affirms their inherent value and worthiness. This program will allow students to reflect on their experiences and personal growth during the trip, including challenges overcome, new perspectives gained, and connections made, and consider how these experiences contribute to their personal development and global citizenship.

Pathways: Virtual College Tour

HS90217 *9th–12th Grade*

Credits: 3

In this Virtual Pathways College Tour course, students will virtually explore college campuses, admissions, and financial aid options. Through various online tours, worksheets, workshops attended, and group assignments, Pathways College Tour allows students to map their future after high school graduation.

Pathways: Virtual CSI

HS90218 *9th–12th Grade*

Credits: 3

In this Virtual Pathways CSI program, students will be exploring and learning about the history and significance of forensic science field. The class will be balanced mixture of social emotional learning, hands-on science labs and discussions/lectures from experts in the field. During the program, the students will participate in a variety of activities such as, but not limited to, individual and group teambuilding, science labs – (fingerprint analysis, blood splatter analysis, body decay analysis, etc,), lectures from forensic science professionals (detectives, arson experts, dentistry), self-reflections, CSI job exploration.

Pathways: Virtual DC

HS90219 *9th–12th Grade*

Credits: 3

In this Virtual Pathways Washington DC program, students will learn about our nation's capital. During the program, students will virtually explore various historical and influential sites while learning about the impact DC has had on our nation's past, present and the impact it can have on our future. Students will partake in virtual tours and virtually visit monuments, museums and government buildings to learn about our government's processes and students will identify how they can create their own impact on the world they live in.

Pathways: Virtual International

HS90220 *9th–12th Grade*

Credits: 3

9th–12th Grade

In this Pathways International program, students will virtually explore multiple countries from across the globe while learning about the food, culture and holiday customs that make each country unique. Students will partake in virtual cooking demonstrations, be introduced to culturally significant traditions, and have the opportunity to taste unique holiday flavors from around the world. At the end of this course each student will have the knowledge to compare and contrast how certain holidays are celebrated in each of the various countries, identify how these cultures and traditions are similar and different to those in America, and leave with interesting new recipes they can share with their friends and families.

Pathways: Virtual Mentorship

HS90221 *9th–12th Grade*

Credits: 3

In this Virtual Pathways Mentorship Program, students will identify and develop key goals for their life and future as well as the steps needed to achieve them. During the program, students will explore and apply the concepts of self-empowerment, resilience, advocacy, social justice, stress management, self care, community and compassion. Students will learn healthy tools and techniques for processing their thoughts and feelings, build a support system through experiential connection, and virtually participate in service projects and community engagement projects. By the end of the program, students will know who their most influential mentors are, how to most effectively employ them as resources, and how to be mentors to others in their own lives.

Pathways: Virtual National Parks

HS90222

Credits: 3

In this Virtual Pathways National Parks program, students will be exploring and learning about the history and significance o. U.S. National Parks, specifically the National Parks of the Western U.S. The class will be a balanced mixture of social emotional learning, hands-on science/nature labs, wilderness safety and prevention, history of native people and discussions/lectures from experts in the field. During the program, the students will participate in a variety of activities such as, but not limited to, individual and group team building, nature labs, animal/wildlife identification/protection, flora/fauna identification, fire safety, erosion, archaeology, lectures from wilderness professionals (firefighters, EMTs), self-reflections, and park/recreation job exploration.

Pathways: Virtual Service Learning

HS90223 *9th–12th Grade*

Credits: 3

In this Pathways Virtual Service Learning Program, students will be given the opportunity to learn about the many ways to contribute through acts of service. This includes learning the process of starting up your own cause, contributing to an already established cause, and understanding the social emotional concepts of community concepts for both themselves and their communities. During this course, students will participate in group activities, discussions, various community service projects and have the opportunity to become CPR/First Aid certified.

Pathways: Washington DC

HS90214 *9th–12th Grade*

Credits: 3

In this Pathways Washington DC program, students will explore our nation's capitol. During the trip, students will visit various historical and influential sites while learning about the impact DC has had on our nation's past, present and the impact it can have on our future. Students will partake in tours and visit monuments, museums and government buildings to learn about our government's processes. Students will identify how they can create their own impact on the world they live in.

Pathways: WUE College Tour

HS90216 *9th–12th Grade*

Credits: 3

In this Pathways Western Undergraduate Exchange College Tour, students will explore multiple WUE college campuses, admissions, and financial aid options. Through the student's collection of schools attended, worksheets, workshops, and group discussion/ assignments, Pathways WUE College Tour will allow students the opportunit. and resources to map out their future after graduation.

Pathways: WWII

HS90131 *9th–12th Grade*

Credits: 5

9th–12th Grade

In this Pathways WWII program, students will be exploring and learning about the history and significance of second world war. The class will be balanced mixture of social emotional learning and hands-on activities in county. During the program, the students will participate in a variety of activities such as, but not limited to, individual and group teambuilding, leadership development activities, local tours/excursions, cultural immersion activities, self-reflection, various history lessons, history reenactments, museum/memorial visits, etc.



High School Electives – Workforce Skills Training

Students may be required to attend a small group instruction class while taking any of the following classes

Financial Literacy and Entrepreneurial Skills

HS90132, HSED9118 *9th–12th Grade*

Credits: 2

Students will learn about personal budgets, expense reports, bank accounts, investments, job finances, and job skills in unit 1. Students will learn about starting a business and create a business proposal in unit 2. The course will be hands-on and real-world applicable with examples of each major concept.

Middle School English – Core Classes

Students may be required to attend a small group instruction class while taking any of the following classes

7th Grade English Language Arts A/B (Bright Thinker)

MSBT1001/MSBT1002 *7th Grade*

Credits: 10

In 7th grade Language Arts, students enhance reading, writing, and oral communication skills. They learn to establish reading purposes and identify themes across various texts, including short stories, myths, legends, and expository texts. Reading focuses on critiquing the historical novel Chasing Lincoln's Killer. Students also craft fictional narratives, expository essays, and research essays with multimedia presentations. Exploring poetic devices, they create original poems. Oral communication skills are honed through persuasive and instructional speeches, and teamwork and collaboration are emphasized towards the course conclusion.

8th Grade English Language Arts A/B (Bright Thinker)

MSBT1003/MSBT1004 *8th Grade*

Credits: 10

In 8th grade Language Arts, students delve into various forms of literature, including narrative, epic, lyric, and free verse poetry, fostering an appreciation for sound, structure, and language. They analyze literature elements through readings like O. Henry's "A Retrieved Reformation," Agatha Christie's Murder on the Orient Express, and William Gibson's The Miracle Worker. Writing projects encompass personal narratives, procedural texts, and multimedia research presentations. Students learn to discern bias in persuasive texts and enhance communication skills through presenting persuasive speeches, participating in debates, and practicing formal and informal speaking and listening.

English 7 A/B, English 7 A/B (EL), English 7 A/B (Alt)

MS107A/MS107B, MS1150/MS1151, MS1152/MS1153 *7th Grade*

Credits: 10

This course exposes students to fictional stories and nonfiction texts, both print and digital. This course enhances students' ability to comprehend, develop, and analyze the content of the reading assignments.. It exposes students to author's intent and literature concepts. Each lesson develops and increases students' fluency and vocabulary. Grammar skills are introduced and practiced regularly, helping students implement the new skills into their own writing. A fictional novel that accompanies this course stimulates imagination and creativity. In each unit, students have many opportunities to incorporate what they have learned into their writing. This course addresses Common Core State Standards of English/Language Arts: Reading Literature, Reading Informational Texts, Writing, Speaking and Listening, and Language.

English 7 A/B (2025)

MS1066/MS1067 *7th Grade*

Credits: 10

In this English 7 course, students will learn valuable reading comprehension, critical thinking, and writing skills through reading of fictional and non-fictional reading materials. Each workbook focuses on deepening a student's understanding of a literary genre, concept, or skill. In Semester A, the student will begin with an overview of literary analysis, where he or she is introduced to themes, plot, making inferences, and more. He or she then moves into characterization and imagery (descriptive language, character types and development, etc.), features of a thematic narrative (dialogue, foreshadowing, etc.), enhanced writing techniques (figurative language, connotation vs. denotation, etc.), and the art of persuasion (arguments and counterarguments, providing evidence, etc.). In Semester B, the student will dive into the features of poetry (rhyme, rhythm, poetic forms, etc.), allegory and fables (symbolism, allusion, etc.), nonfiction (credible sources, structure of nonfiction works, etc.), understanding historical context (looking at root words, etc.), and a comparative media study (looking between the course novel and a media adaptation).Each unit is carefully crafted to scaffold and support the student's learning. Within the unit, the lessons provide students the foundations for growth via teaching of relevant vocabulary, grammar and punctuation rules, background context, guided practice, performance tasks, checks for understanding, and more. A novel also accompanies this course to provide students an opportunity to independently engage with a complex text.

English 7 A/B (Online – Edmentum)

MSED1009/MSED1010, MSES175/MSES176 *7th Grade*

Credits: 10
English 7 integrates the study of writing and literature through the examination of a variety of genres. Students identify the elements of composition in the reading selections to understand their function and effect on the reader. Practice is provided in narrative and expository writing. Topics include comparison and contrast, persuasion, and cause and effect essays, as well as descriptive and figurative language. Lessons are supplemented with vocabulary development, grammar, and syntax exercises, along with an introduction to verbal phrases and research tools.

English 8 A/B, English 8 A/B (EL), English 8 A/B (Alt)
MS108A/MS108B, MS1154/MS1155, MS1156/MS1157 *8th Grade*
Credits: 10
This course exposes students to fictional and nonfiction texts, both print and digital. Students enhance their ability to comprehend, develop, and analyze their reading assignments. It exposes students to author's intent and literature concepts. Each lesson develops and increases students' fluency and vocabulary. Grammar skills are introduced and practiced regularly as students implement the new skills into their own writing. A fictional novel accompanies this course and stimulates imagination and creativity. In each unit, students have many opportunities to incorporate what they have learned into their writing. This course addresses Common Core State Standards of English/Language Arts: Reading Literature, Reading Informational Texts, Writing, Speaking and Listening, and Language.

English 8 A/B (2024)
MS1192/MS1193 *7th Grade*
Credits: 10
In this English 8 course, students will learn to deepen their literary analysis, writing, and comprehension skills through a series of study of various fictional and non-fictional reading works. Each workbook is designed to scaffold and support the student's learning along the way through lessons centering on vocabulary, grammar and punctuation, background context, guided practice, checks for understanding, and more. In Semester A, the student will explore an author's craft with creating suspense (use of diction, setting details, point of view, etc.), research skills (identifying credible sources, outlining key points, citing sources, etc.), creating and presenting findings via a presentation (learning elements of multimedia presentations, rhetorical devices, appeal types, etc.), the features of a drama (stage directions, dialogue types, etc.), and a comparative media study (evaluating the advantages and disadvantages of different media formats - print vs. movie, etc.). In Semester B, students dive into the components of a science fiction work (its features, active vs. passive voice, sensory details, etc.), analyzing persuasive speeches (diction, speech structure and organization, literary devices, author's reasoning, etc.), oral tradition of folktales (its purpose, themes, character study, etc.), research into the historical background of a text (what a story and its background reveals about the people of the time, quoting research, presenting findings, etc.), and studying a Shakespearean play (understanding Shakespeare and his contributions to literature, identifying the elements of a sonnet and tragedy and comedy, iambic pentameter, etc.). A novel also accompanies this course to provide a student an opportunity to independently engage with a complex text.

English 8 A/B (Online – Edmentum)
MSED1011/MSED1012, MSES01/MSES02 *8th Grade*
Credits: 10
In English 8, students explore various forms of literary writing, including diaries, memoirs, informative essays, and fictional narratives. The course enhances writing skills through the study of persuasive writing techniques. Students analyze and compare literary pieces across different mediums, including drama, and engage in dramatic readings of poetry while learning multimedia presentation skills. The latter part of the course focuses on analyzing informational texts to gain insights into the history of the Civil War. Students also analyze literary works to deepen their understanding of elements such as point of view, conflict, theme, structure, and setting.

Middle School English – Electives

Students may be required to attend a small group instruction class while taking any of the following classes

Basic Writing Skills (Online – Edmentum)
MSED9122 *7th–8th Grade*
Credits: 5
This course focuses on the fundamentals of grammar and sentence construction. Students will explore various techniques to enhance their writing abilities, such as organizing ideas and structuring their compositions effectively. Each unit of the course progressively builds upon the foundational grammar and writing skills covered in the previous units. By the end of the course, students will have the ability to compose coherent paragraphs that adhere to the conventions of English grammar. Additionally, students will acquire knowledge in pre-planning writing tasks, including brainstorming and outlining strategies.

Critical Literacy
MS65CL *7th–8th Grade*
Credits: 5
Students will gain reading and writing skills through the acquisition of new thinking skills, including Metacognition, Active Reading Strategies, Mind Mapping, Think-Alouds, personal and critical oral responses and reading. In addition, students will complete an independent reading assignment from the California Approved Book List that is at the student's reading level. The culminating projects will be a Book Talk and Book Review, as well as a Literary Autobiography, all of which will demonstrate the students' growth over the course of the class.


English Foundations A/B (Online – Freckle)
MS1203/MS1204 *7th-8th Grade*
Credits: 10
English Foundations is a digital course that is a part of the Renaissance Learning platform. Utilizing diagnostic data, the program creates a unique compilation of concepts that targets each students' specific instructional level, academic needs, and growth goals. The coursework includes individualized tutorials, practice, mastery quizzes , and progress checks. Students complete a set of skills to earn a unit. The goal is to provide support and help to increase student's English/Language Arts, testing, and technology skills.


English Language Development ELD Newcomer A/B (Online – iLit)
MS1143/MS1144 *7th-8th Grade*
Credits: 10
This course intends to equip students for life in and out of the classroom with developing beginning English skills. Focused on building basic communication and literacy skills in English, newcomer students are initially assessed to determine what knowledge of English a student may already have, if any. The curriculum is adjusted to meet those individual linguistic needs in teaching: phonics and phonemic awareness, oral language, fluency, grammar structures, writing construction, and reading comprehension. iLit for Newcomers serves as the foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

English Readiness A/B
MS10RA/MS10RB *7th–8th Grade*
Credits: 5-10
English Readiness is a standards-based modular course designed to remediate the student on English/Language Arts standards. These modules, based on the twenty ELA power standards as identified by the Charter School, can be assigned as needed where the instructor is able to detect a deficiency with a student's particular skill set. Each module focuses on one or two standards and will greatly increase the student's ability to comprehend and master each standard. All work is done in the workbook with some use of the Internet to reinforce certain concepts. A student can complete 5 modules per semester and can complete each module only once.

Introduction to Grammar
MS1015 *7th–8th Grade*
Credits: 5
Intro to Grammar is designed to familiarize the student with the fundamentals of grammar, usage, and mechanics. Students will be exposed to and learn to master parts of speech, sentence structure, phrases and clauses, modifiers, and punctuation. Students will also learn the functions of verb tenses, direct and indirect objects, and object complements. This course will help to teach students how to become better writers through numerous exercises that increase their knowledge and skills of certain grammar and mechanical concepts.

Poetry
MS1022 *7th–8th Grade*
Credits: 5
Poetry offers a comprehensive study of the poetic form, elements of poetry, key literary genres, poem types, and influential poets throughout the ages. Students will develop their ability to read and analyze poetry and decipher all varieties of poetic language. They will explore the historical origins of poetry i. the English language that incorporates poets of the British Isles as well as North America. Students will write down a poetry log throughout the course where they can express their personal opinions about the poems they read. They will be able to write a thoughtful critical essay by the end of the semester that will demand the ability to incorporate their poetry learning into a detailed analysis of a poem or poetry subject.

Reading Fiction
MS10RF *7th–8th Grade*
Credits: 5
This course involves the study of five novels: "The Westing Game," "The Catcher in the Rye," "Harry Potter and the Sorcerer's Stone," "The House of the Scorpion," and "To Kill a Mockingbird." Each unit focuses on significant events within each novel that influence the

development of characters, themes, and settings. Additionally, students will explore the relevance of the novel's themes to their own lives, fostering personal connections and deeper understanding.

Writing Skills

MS1033 *7th–8th Grade*

Credits: 5

This course is intended to improve grammar and build writing skills. Students will review some basic grammar concepts and learn how to relate this to building solid paragraphs. They will then use these new skills to learn to write whole five paragraph essays that are technically and grammatically sound. Students will learn a new model for writing an essay and will then learn how to implement into writing various types of essays.



Middle School Math – Core Classes

Students may be required to attend a small group instruction class while taking any of the following classes

7th Grade Mathematics A/B (Bright Thinker)

MSBT2001/MSBT2002 *7th Grade*

Credits: 10

This course covers a variety of mathematical concepts, including sets, rational and irrational numbers, exponents, order of operations, additive inverses, and decimals. Algebraic topics include ratios, rates, proportions, equations, and inequalities. Geometry concepts encompass triangles, circles, and circumferences. Students learn graphing techniques and probability, along with financial concepts such as interest, taxes, and budgeting.

8th Grade Mathematics A/B (Bright Thinker)

MSBT2003/MSBT2004 *8th Grade*

Credits: 10

This course focuses on applying mathematics to real-life situations, enhancing problem-solving skills. Topics include expressions, equations, proportions, geometric shapes, measurements, and data interpretation. Emphasis is on graph and chart interpretation and creation to express, describe, and apply data. Finance instruction, particularly in personal financial literacy, is provided. The course ensures students master fundamental skills necessary for high school mathematics courses.

Algebra 1 A/B

MS2040/HS2041 *7th-8th Grade*

Credits: 10

Aligned to Common Core Standards, this course will introduce students to and promote mastery of algebraic concepts such as using data to derive linear equations, solving systems of linear equations, examining rates of change problems with their related graphs, problems with exponents, and quadratic functions. Students will use application problems to gain a better understanding of how algebraic concepts apply in a real-world environment. In addition, students will periodically review other important mathematical topics such as formulas from geometry, measurement conversions, calculating probabilities, and hypothesis testing.

Algebra 1A-1/1A-2, 1B-1/1B-2 (2-year course)

MS2IA1/MS2IA2, MS2IB1/MS2IB2 *7th–8th Grade*

Credits: 20

The extended 2-year Algebra course offers a comprehensive exploration of fundamental Algebra concepts. The course begins with a thorough review, ensuring a solid understanding of key principles such as variables, exponents, properties of real numbers, and solving linear equations and inequalities. Students then progress to mastering the graphing of linear equations and inequalities in two variables, as well as determining slopes and equations of lines. In the subsequent phase, students delve into subtracting, multiplying, and dividing polynomials, along with exploring concepts like the quotient rule and scientific notation. The focus then shifts to factoring, encompassing both the understanding of factoring techniques and their practical applications in real-world scenarios. The course further equips students with the ability to manipulate rational expressions, navigate complex fractions, solve rational equations, and comprehend direct and indirect variations. Students also engage in solving linear equations, reinforcing their problem-solving skills. As the course progresses, students undertake a comprehensive review of graphing, emphasizing key terms and line equations. The units cover a range of topics, including the application of linear systems, solving linear inequalities, equations, inequalities, and absolute value. The course culminates in the study of graphing quadratic equations and functions, providing students with a solid foundation in this essential area of Algebra.

Basic Math A/B

MS2020/MS2021 *7th–8th Grade*

Credits: 10

This math prepares students for success in the Pre-Algebra program. Basic Math begins with a review of basic operations such as addition, subtraction, multiplication, and division. It then delves into factorizations, fractions, and fractional notations. Students also experience an understanding of order of operations, decimal notation, and estimation. Basic Math concludes with an emphasis on ratio and proportion and their geometric application.

Geometry A/B
MS2038/MS2039 *7th–8th Grade*
Credits: 10
The ultimate goal of this course to extend students' prior learning from middle school geometry to more formal geometric proofs that use rigid motions and their precise definitions, the study to figures on the Euclidean Plane, the connection of algebraic function to geometry, and the study of trigonometry concerning right triangles and circles. Students will also engage in Common Core Mathematical Practices.

Integrated Math 1 A/B
MS2081/2082 *7th–8th Grade*
Credits: 10
In Integrated Math 1A, students begin their study by exploring one-variable statistics. They gather and display data, and interpret statistical results. From here, students transition to expanding their understanding of linear equations, inequalities, and systems. They write rearrange, evaluate, and solve equations and inequalities fluently; explain or validate their reasoning; use multiple representations to model relationships and constraints; write and graph equations in different forms; and reason abstractly about real-world situations. Finally, students study two-variable statistics. They create scatter plots and their lines of best fit, use residuals and the correlation coefficient, interpret data, and differentiate between correlation and causation. In Integrated Math 1B, students begin with the study of functions. They represent, interpret, and communicate about functions—using function notation, domain and range, average rate of change, and other features of their graphs – focusing their studies on linear and exponential functions. Then, the course shifts focus from algebra topics to geometric ones. Students complete constructions, rigorously define rigid motions, and prove other assertions, such as the Triangle Angle Sum Theorem. They use these definitions and structures prove theorems about angle relationships and triangle congruence. Finally, students apply these theorems to prove results about other figures, such as isosceles triangles or figures on the coordinate plane.

Integrated Math 1 A/B (Online – Edmentum)
MSED2013/MSED2014 *7th–8th Grade*
Credits: 10
In this course, students will perform operations on algebraic expressions; learn to solve problems with single variable expressions, equations, and inequalities; write equations in two variables to represent linear relationships and graph equations on the coordinate plane; use systems of equations to solve problems of optimization and other word problems; and study properties of linear and exponential functions and model real-world scenarios using their function notation. Students will learn to combine, translate, and transform functions; create, analyze, and communicate information using various data plots; study basic geometric definitions and perform transformations in two dimensions; extend their learning of rigid transformations to understand the definition of congruence; and prove theorems and solve problems using geometric constructions. These course objectives are based on the Common Core State Standards Initiative and on a modern understanding of student learning in mathematics.

Math 7 A/B, Math 7 A/B (EL), Math 7/8 (Alt)
MS2503/MS2504, MS2510/MS2511, MS2512/MS2513 *7th–8th Grade*
Credits: 10
Math 7A is a Common Core aligned math course. Designed to prepare students for high school mathematics, Math 7A covers an array of math genres including the number system, expressions, equations, functions, statistics and probability. Students will formulate and reason about expressions and equations, including modeling an association in bivariate data with a linear equation and solving linear equations and systems of linear equations. Students will grasp the concept of a function and use functions to describe quantitative relationships. Students will achieve these learning goals by making sense of problems, persevering in solving problems, reasoning abstractly and quantitatively, constructing viable arguments, critiquing the reasoning of others, modeling with mathematics, using appropriate tools strategically, attending to precision, looking for and making use of structure, in addition to looking for and expressing regularity in repeated reasoning. Math 7B is a Common Core aligned math course. Designed to prepare students for high school mathematics, Math 7B covers an array of math genres including the number system, expressions, equations, functions, statistics and probability. Students will formulate and reason about expressions and equations, including modeling an association in bivariate data with a linear equation and solving linear equations and systems of linear equations. Students will grasp the concept of a function and use functions to describe quantitative relationships. Students will achieve these learning goals by making sense of problems, persevering in solving problems, reasoning abstractly and quantitatively, constructing viable arguments, critiquing the reasoning of others, modeling with mathematics, using appropriate tools strategically, attending to precision, looking for and making use of structure, in addition to looking for and expressing regularity in repeated reasoning.

Math 8 A/B, Math A/B (EL), Math A/B (Alt)
MS2032/MS2033, MS2514/MS2515, MS2516/MS2517 *7th–8th Grade*
Credits: 10
Math 8A is a Common Core aligned math course. Designed to prepare students for high school mathematics, Math 8A covers an array of math genres including the number system, expressions, equations, functions, statistics and probability. Students will formulate and reason about expressions and equations, including modeling an association in bivariate data with a linear equation and solving linear equations and systems of linear equations. Students will grasp the concept of a function and use functions to describe quantitative

relationships. Students will achieve these learning goals by making sense of problems, persevering in solving problems, reasoning abstractly and quantitatively, constructing viable arguments, critiquing the reasoning of others, modeling with mathematics, using appropriate tools strategically, attending to precision, looking for and making use of structure, in addition to looking for and expressing regularity in repeated reasoning. Math 8B is a Common Core aligned math course. Designed to prepare students for high school mathematics, Math 8B covers an array of math genres including the number system, expressions, equations, and geometry. Students will formulate and reason about expressions and equations. Students will analyze two- and three-dimensional space and figures using distance, angle, similarity, and congruence. Additionally, students will understand and apply the Pythagorean Theorem. Students will achieve these learning goals by making sense of problems, persevering in solving problems, reasoning abstractly and quantitatively, constructing viable arguments, critiquing the reasoning of others, modeling with mathematics, using appropriate tools strategically, attending to precision, looking for and making use of structure, in addition to looking for and expressing regularity in repeated reasoning.



Math 7 A/B (Online – Edmentum)

MSED2009/MSED2010, MSES193/MSES194 *7th–8th Grade*

Credits: 10

Mathematics is the study of the patterns around us. Using the tools in the course, students will learn more about how to solve problems using expressions and equations. When students understand how to work with numbers in equations, and how to manipulate equations, they can more easily solve problems you encounter in everyday life. In the second semester, students will learn more about geometry statistics, and probability. Geometry is a branch of mathematics that uses formal methods of thinking to show relationships between points, lines, surfaces, and solids. Statistics and probability are closely related subjects. In statistics, students will practice collecting and analyzing numerical data to make decisions. Probability is the study of the likelihood that an event will occur. Knowing more about these three disciplines will help you solve problems students may encounter every day.



Math 8 A/B (Online – Edmentum)

MSED2011/MSED2012, MSES28/MSES29 *8th Grade*

Credits: 10

In Math 8, students explore transformations, solve linear equations, and tackle real-world challenges with two equations. The course also covers functions, enhancing problem-solving skills for everyday situations.

Personal Finance

MS20PF *7th–8th Grade*

Credits: 5

Personal Finance is a real-world application for basic math skills that will cover a wide range of topics. This course will give students a basic understanding of personal finance management by covering topics such as gross pay, net pay, taxes, budgeting, and types of bank accounts. Students will also learn how to shop by comparing base price, unit price, and net price. In addition, this course shows students how interest can be used for the consumer (in the case of savings) or against them (in the case of credit card debt). Students will also gain an understanding of the monetary considerations when buying a house or car.

Pre-Algebra A/B

MS2028/MS2029 *7th–8th Grade*

Credits: 10

Pre-Algebra A helps to build students' foundational skills for entry into the Algebra course. Pre-Algebra A begins with a review of integers and the order of operations. Students are then introduced to variables and simple equations as well as solving application problems. Emphasis is then placed on solving problems with fractions with application to basic geometry. Pre-Algebra A concludes with solutions of decimal problems.

Middle School Math – Electives

Students may be required to attend a small group instruction class while taking any of the following classes



Accounting A/B CP (Online – Edmentum)

MSES482/MSES483 *7th–8th Grade*

Credits: 10

This course is intended to help students familiarize themselves with the basics of accounting and accounting functions specific to different kinds of businesses. This course covers the fundamentals of bookkeeping and financial statements. It also covers career opportunities and the key government regulations in the accounting field.



Math Foundations A/B (Online – Freckle)

MS2059/MS2060 *7th-8th Grade*
Credits: 10
English Foundations is a digital course that is a part of the Renaissance Learning platform. Utilizing diagnostic data, the program creates a unique compilation of concepts that targets each students' specific instructional level, academic needs, and growth goals. The coursework includes individualized tutorials, practice, mastery quizzes , and progress checks. Students complete a set of skills to earn a unit. The goal is to provide support and help to increase student's English/Language Arts, testing, and technology skills.

Math Readiness A/B/C/D
MSMM01/MSMM02/MSMM03/MSMM04 *7th–8th Grade*
Prerequisite: Teacher approval Credits:
5-20
Math Readiness is a standards and concepts-based modular course designed to remediate the student on various levels of math standards. These modules are designed to be assigned as needed where the instructor is able to detect a deficiency with a student's particular skill set. Each module focuses on one or two math concepts and will greatly increase the student's ability to comprehend and master each concept. All work is done in the workbook with some use of the Internet to reinforce certain concepts. A student can complete 5 modules per semester and can complete each module only once.



Middle School Social Science – Core Classes

Students may be required to attend a small group instruction class while taking any of the following classes



7th Ancient World History A/B (Bright Thinker)
MSBT3001/MSBT3002 *7th Grade*
Credits: 10
The 7th Grade Ancient World History course introduces students to basic geography, early civilizations in Mesopotamia, Egypt, and China, and foundations of western civilization: ancient Greece and Rome. It covers languages, art, literature, societies, and lifestyles of these cultures. The rise and fall of world kingdoms, ending with the fall of Rome in 476, are discussed. Further studies include the Byzantine Empire, rise of nations, and events through the Renaissance and Reformation, exploring the rise of various world cultures.



8th United States History A/B (Bright Thinker)
MSBT3003/MSBT3004 *8th Grade*
Credits: 10
In 8th grade U.S. History, an integrative approach covers geography, government, economics, culture, science, and technology. Students explore early explorations, the development of colonies, and the formation of the 13 states into a nation. They analyze key founding documents like the Declaration of Independence and the U.S. Constitution. A survey of events shows how Americans embraced Manifest Destiny and expanded across North America. Students also analyze complex issues leading to the Civil War and examine post-war challenges.

US History 7-8 A/B, US History 7-8 A/B (EL), US History 7-8 A/B (Alt)
MS3005/MS3006, MS3530/MS3531, MS3532/MS3533 *7th–8th Grade*
Credits: 10
This course will familiarize students with the beginnings of America and how the United States began to develop as a nation. It will cover the discovery of the New World through European exploration and the race to establish settlements in America. Students will learn how the English colonies were established and how they interacted with the Native Americans. The course will discuss the Great Awakening and the Enlightenment and how these ideals affected the development of the colonies. Students will understand the basic rights of a free person as expressed in the Constitution and the Bill of Rights. The second half of the course will discuss the rise of America following the Revolutionary War an how the Articles of Confederation failed and the Constitution succeeded. The course will discuss the concept of manifest destiny and how it affected American policy for decades (e.g. Louisiana Purchase, Gadsden Purchase, Seward's Folly). Students will learn how industrial growth in the North affected the slave system in the South and how this created tension between the two, leading to the Civil War. This course will also explore the expansion west, the wars that came with this

expansion, and the resulting gold rush in various western states. This course will also discuss the spirit of reform, how it affected the lives of women, children, African Americans, Native Americans, and immigrants alike. Overall, the course will describe how the United States rapidly developed into a legitimate world power.

US History 8 A/B (2024)
MS3540/MS3541 *7th–8th Grade*
Credits: 10
The first semester of the US History 8 course focuses on developing a deep understanding of how the United States of America came to be. Students will move from the birth of the nation via the American Revolution to the modern developments due to the Industrial Revolution. They will also dive into the defining moments, figures, and texts that are core to our nation's identity now. In the second semester of US History 8 Students delve into various aspects of American history from the early 19th century to the mid-1800s, examining divergent paths and challenges encountered by people in the West and South. They also explore efforts to abolish slavery and uphold the principles of the Declaration of Independence, as well as the multifaceted causes, pivotal events, and far-reaching outcomes of the Civil War. Additionally, students analyze the nature and enduring impacts of Reconstruction, along with the profound transformations in the American economy and society prompted by the Industrial Revolution.


US History 8 A/B (Online – Edmentum)
MSED3011/MSED3012, MSES166/MSES167 *7th–8th Grade*
Credits: 10
In U.S. History 8 Semester 1, students will learn about the process of historical inquiry, and review the events and principles behind the founding of the United States. Students will explore timelines to gain an understanding of how events link to each other and analyze historical documents for a firsthand sense of how events unfolded. They will also gather evidence from relevant documents and historical texts in order to develop credible explanations of events in US history. In the second semester, students will learn about major events that took place in American history. They will analyze the importance of the Louisiana Purchase, the War of 1812, industrialization, and the Monroe era. They will then examine the Jacksonian era, the impact of westward expansion, the reform movements of the mid-1800s, the abolitionist movement, and the Civil War. Lastly, they will analyze the factors that led to the Civil War, how the war impacted the United States, and explore the Reconstruction period.

World History 7 A/B, CC World History 7 A/B, CC World History 7 A/B (EL), CC World History 7 A/B (Alt)
MS3008/MS3009, MS3018/MS3019, MS3534/MS3535, MS3536/MS3537 *7th Grade*
Credits: 10
In this course, students will survey the social, cultural, political, economic, and technological changes that occurred in Europe, Africa, and Asia from the medieval period into early modern times (500 C.E. to 1789 C.E.). In World History 7A, content that will be covered include: the Fall of the Roman Empire, Medieval Europe, rise of Islam, sub-Sahran Africa, and Medieval China. In World History 7B, content that will be covered include: Medieval Japan, Meso-America, the Renaissance, the Reformation, Scientific Revolution and the Enlightenment period.


World History 7 A/B (Online – Edmentum)
MSED3009/MSED3010, MSES168/MSES169 *7th–8th Grade*
Credits: 10
In World History 7, Semester 1, students will learn about major historical events that took place around the world. They will trace the development of early humans, be introduced to the Neolithic Revolution, study the development of early civilizations of the Middle East and North Africa, analyze the development and characteristics of early civilizations of India and China, explore the origins and beliefs of Hinduism and Buddhism. Lastly, they will learn about the later civilizations of the Mediterranean and the Middle East. In World History 7, Semester 2, students will learn about the developments and characteristics of classical civilizations in Asia and the Americas, trace the development of classical Greece and Rome, analyze the development and characteristics of the early medieval period., learn about the growth of civilizations in Africa and Asia during the late medieval period, and lastly, analyze the transformation of western Europe during the late Middle Ages.

Middle School Social Science – Electives

Students may be required to attend a small group instruction class while taking any of the following classes

American Dreamers A/B
MSAD01/MSAD02 *7th–8th Grade*
Credits: 10

This course details the lives and times of some of the most famous Americans of the 20th Century. Students will learn about various historical figures from public service, sports, arts and entertainment, business, and science and medicine. The student will explore the life of each person and learn how their dreams, their successes, and their failures helped to invigorate, inspire, and advance the American Dream during different phases of the 20th century.

History of the Ancient World
MS8502 *7th–8th Grade*
Credits: 5
This course explores the major civilizations of ancient history and makes connections to how their beliefs and customs affect the modern world. The class begins with prehistory and the beginnings of man and continues through all of the fall of Rome. The focus of this course includes the ancient civilizations of The Fertile Crescent and Mesopotamia, Egypt & Nubia, India, China, Greece, and Rome.

Latin American History
MS30LH *7th–8th Grade*
Credits: 5
This course emphasizes the development of the three Latin American regions. Students will study Central America, the Caribbean, and South America. They will learn about each area's geography, culture, climate, history, and tradition. Students will cover some countries in detail and learn how political systems and ideals have shaped its history.

Tolerance Studies
MS9037 *7th–8th Grade*
Credits: 5
This course provides both an historical and chronological background of the civil rights movement. Through the use of multimedia, students will explore the role of blacks during World War II, what impact the Montgomery bus boycott had on the civil rights movement, and how the "Summer of Freedom" helped promote voting rights for blacks. In addition, students will be exposed to numerous stories that demonstrate some of the personal sacrifices individuals made to promote the civil rights movement. This course also explores the events of the Holocaust of World War II. Students will learn of the struggles of some Europeans under the rule of Nazism.

We the People
MS8012 *7th–8th Grade*
Credits: 5
This course is designed to look at the history of the LGBT movement. Students will explore major milestones in the movement including Stonewall, the AIDS epidemic, Proposition 8 and current events affecting the LGBT community. Students will explore how individuals as well as organizations played a role in the visibility and progress of the movement. Students explore the movement through a variety of resources, including books, online resources and videos. Students will complete a book review on a memoir they will read throughout the course and an injustice project that relates to a hardship they have or someone they know has faced in their lifetime.

World Geography A/B
MS3521/MS3522 *7th–8th Grade*
Credits: 10
This course will give students an overview of the geography of the world. It will give them an understanding of the latitude and longitude, as well as help them develop their map skills. It will allow them to understand the different regions of the world, and how geography affects them. It will cover climate, population, cultures, religions, languages, and economic systems.

World Geography A/B (Online – Edmentum)
MSES171/MSES172 *7th–8th Grade*
Credits: 10
In an increasingly interconnected world, equipping students to develop a better understanding of our global neighbors is critical to ensuring that they are college and career ready. These semester-long courses empower students to increase their knowledge of the world in which they live and how its diverse geographies shape the international community. Semester A units begin with an overview of the physical world and the tools necessary to exploring it effectively. Subsequent units survey each continent and its physical characteristics and engage students and encourage them to develop a global perspective.



Middle School Science – Core Classes

Students may be required to attend a small group instruction class while taking any of the following classes

7th Grade Science A/B (Bright Thinker)

MSBT4001/MSBT4002 *7th Grade*

Credits: 10

The 7th Grade Science course delves into life science, starting with cells and progressing to genetics, life processes, and cycles of water, nitrogen, and carbon. Students explore the impact of climate and weather on life and the environment. Human body systems, such as skeletal, respiratory, and immune systems, are examined before delving into ecology and interactions between living things and their environments. Lab investigations are integrated throughout the course to reinforce science concepts and skills.

8th Grade Science A/B (Bright Thinker)

MSBT4003/MSBT4004 *8th Grade*

Credits: 10

In 8th Grade Science, students explore an integrated study of earth, physical, and biological sciences. They analyze the relationships between the Earth, Sun, and Moon, and study physical processes like erosion, weathering, and characteristics of rocks and minerals. Oceanography introduces geological, chemical, and biological aspects of the ocean. Students learn about matter, energy, energy application, force, and motion in physics. Plant and animal biology units focus on habitats and earth cycles supporting life. The course ends with an examination of human impact on the earth. Lab investigations throughout reinforce science concepts and skills.

Earth Science A/B

MS4016/MS4017 *7th–8th Grade*

Credits: 10

Students will be introduced to the field of earth science, be familiar with maps, and be acquainted with the concepts of rock and mineral composition, plate tectonics, and earthquakes. Students will be challenged to demonstrate their learning at different thinking levels such as interpretation, prediction, analysis, and evaluation. Earth Science A/B is valuable as an exploratory course for those interested in the scientific field or for those students seeking to increase their understanding of the earth. At the end of each unit there is a virtual laboratory assignment. The instructor can assist students with this portion of the unit.

Integrated Science 7 A/B

MS4020/MS4021 *7th Grade*

Credits: 10

This middle school science course will investigate the basics of chemistry, focusing on the structure of atoms and molecules, chemical reactions, and the conservation of matter. It also delves into Earth's history through the fossil record and examines the impact of human population growth and resource consumption on Earth's systems. Alongside reading in your workbook and reader, you will be reading a selection of texts that will enhance your understanding of the fascinating world of chemistry, Earth's history, and its intricate systems.

Integrated Science 8 A/B

MS4022/MS4023 *7th Grade*

Credits: 10

The 8th-grade integrated science course offers a comprehensive exploration of key scientific concepts aligned with NGSS standards. Students delve into the fascinating realms of heredity and adaptation, waves, electromagnetic forces, gravity, kinetic science, and planetary science. Beginning with an introduction to scientific inquiry, students learn to formulate hypotheses, design experiments, and analyze data. They then explore the history of life, genetics, and the principles of waves, including light waves and communication. The course delves into electromagnetism, gravitational forces, acceleration, and the Earth's role as a system, emphasizing the interconnectedness of Earth's spheres and its relationship with the sun. Through hands-on experiments, investigations, and projects, students develop critical thinking skills and a deeper understanding of the natural world around them.

Life Science 7 A/B, Life Science 7 A/B (EL), Life Science 7 A/B (Alt)

MS4003/MS4004, MS4007/MS4008, MS4009/MS4010 *7th Grade*

Credits: 10

In this course students will learn about the scientific method, cells, basic characteristics and needs of all organisms, the organization of living things into kingdoms, genetics, plant and animal life, and the development and function of organ systems in animals, especially humans. Students will also explore ecological principles including biomes, food chains and webs, and evolution. This course will include both text study and virtual laboratory experiences using CD-ROMs and the Internet.

Life Science 7 A/B (Online – Edmentum)

MSED4021/MSED4022, MSES202/MSES203 *7th–8th Grade*
Credits: 10
Life Science explores the structure and behavior of living organisms. Students will study the diversity of life on Earth and gain an understanding of natural systems and events. In Semester 1, they begin with the study of cells and progress to more complex organisms, including plants and animals. The scientific method is emphasized throughout the course, guiding students in setting up experiments and testing predictions through research, data gathering, observation, and communication. In Semester 2, students delve into topics such as inheritance, energy flow in ecosystems, disease prevention, human reproduction and development, evolution, and the use of fossils to establish the geologic timescale.

Physical Science 7-8 A/B, Physical Science 7-8 A/B (EL), Physical Science 7-8 A/B (Alt)
MS4005/MS4006, MS4011/MS4012, MS4013/MS4014 *8th Grade*
Credits: 10
In this course, students will explore the basics of Physical Science. Students will learn about chemical interactions, the concept of matter and atoms, and acids, bases and solutions. Students will understand the basics of motion, force, and energy, focusing on measuring motion and the nature of force, as well as different sources of energy. Students will also learn the basics of Earth Science, including Plate Tectonics, land formations. and the basic methods of measuring earthquakes. Finally, students will master the basics of astronomy, including th earth in the context of the solar system and the sun, as well as the formation, stars, galaxies and the origins of the universe.

Physical Science 8 A/(Online – Edmentum)
MSED2023/MSED2024, MSES204/MSES205 *7th–8th Grade*
Credits: 10
In this course, students will identify and describe the chemical composition and properties of substances. Additionally, they will study the interactions between matter and energy in physical contexts. Throughout the course, students will apply your reasoning skills through investigation and the principles of the scientific method. In the second semester, students will study different forms of energy and their application in science and industry. Additionally, they will study forces on objects and the motions they produce. Throughout the course, students will apply your reasoning skills through investigation and the principles of the scientific method.

Middle School Electives – World Language

Students may be required to attend a small group instruction class while taking any of the following classes

Spanish 1 A/B (Online – Edmentum)
MSES212/MSES213 *7th–8th Grade*
Credits: 10
In Spanish 1, students will be introduced to various common communication situations, including exchanging names and greetings, describing people based on physical and personality traits, and discussing family members and aspects of social life. They will begin by learning basic sentence structures and grammatical tools, enabling them to listen, speak, read, and write in Spanish while internalizing new vocabulary and grammar concepts. Throughout the course, students will also explore different regions of the Spanish-speaking world through the experiences of central characters in each unit. As students progress in their Spanish studies, they will continue to build upon the knowledge and cultural understanding gained, laying a strong foundation for further language learning.



Middle School Electives – Physical Education

Students may be required to attend a small group instruction class while taking any of the following classes

Physical Education 7 A/B
MS501A/MS501B *7th Grade*
Credits: 10
This course is an elective program that allows students to select activities that will familiarize them with activities suitable for lifelong recreation and physical fitness. Students must perform at least thirty minutes of an activity for it to count and no more than two hours may be claimed per day. A total of 50 hours must be performed to complete the course. The course also requires the completion of a research report and ten summaries of sport- or nutrition-related articles. This course can only be taken once a semester.

Physical Education 8 A/B
MS502A/MS502B *8th Grade*
Credits: 10
This course is an elective program that allows students to select activities that will familiarize them with activities suitable for lifelong recreation and physical fitness. Students must perform at least thirty minutes of an activity for it to count and no more than two hours may be claimed per day. A total of 50 hours must be performed to complete the course. The course also requires the completion of a research report and ten summaries of sport- or nutrition-related articles. This course can only be taken once a semester.



Middle School Electives – Health

Students may be required to attend a small group instruction class while taking any of the following classes



7th and 8th Grade Health A/B (Bright Thinker)
MSBT7000/MSBT7001 *7th–8th Grade*
Credits: 10
This course aims to equip middle school students with lifelong health knowledge and decision-making skills. Topics include eating disorders, stress management, coping strategies, peer pressure, relationships, and drug use. Adolescence and puberty are discussed, along with safety and first aid, including CPR and use of an AED. Students learn to avoid danger, abuse, and violence, including information about gangs and weapons. Social skills enhancement, respect for self and others, bullying prevention, long-term goal setting, and career outlooks in health-related industries are also covered.

Food and Nutrition
MS8033 *7th–8th Grade*
Credits: 5
This course will discuss health issues and concerns of students. Students will examine topics such as the impact and influence of food choices and practices of good nutrition, Dietary Guidelines for Americans, the impact and importance of calories, the dangers, effects, and treatments of eating disorders, safety issues, and basic first aid in the kitchen. Students will also explore the different parts of any given recipe, which includes language and the methods of measuring out ingredients. Students will expand on the notion of creating a meal that has appeal, limited to resources available to students, and the luxury of convenience foods. Students will learn smart shopping, shopping with a plan, creating a shopping list, ways to save money, reading the labels on the food products, and

understanding the Universal Product Code. They will also discuss food groups and the four food groups from the Food Pyramid Guide. Students will also study the types of dairy products, cultured products, frozen dairy desserts, cheeses, and butter. Lastly, the students will discuss and explore how to buy, store, prepare, and cook meats, fish, poultry, and desserts.

Health 7-8 A/B
MS7030/MS7031 *7th–8th Grade*
Credits: 10
In this course, students define the health triangle which includes an analysis of physical, emotional, and social health. Students will also define the elements of communication including refusal skills and conflict resolution. This course allows students to understand the value of setting goals as well as analyze factors that influence self-concept. Also explored are the various methods of stress management. Mild emphasis is placed on the assortment of family structures which exist in our society. Students will also explore the ways and importance of personal hygiene as well as the basics of nutritional needs of the human body. It concludes with the creation and implementation of a planned diet with a focus on good menu choices, as well as a discussion about the components of fitness. MS Health has been updated to include required instruction concerning the California Healthy Youth Act and HIV/AIDS prevention education. This course now contains instruction on the nature of HIV/AIDS, methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV/AIDS. The course provides students with medically accurate knowledge and skills necessary to protect his/her sexual and reproductive health from sexually transmitted infections (STIs) and unplanned pregnancy. In addition, MS Health encourages students to develop healthy attitudes about their growth and development, gender roles, and sexual orientation.



Middle School Electives – Visual and Performing Arts

Students may be required to attend a small group instruction class while taking any of the following classes

ACE Music & Audio Recording (MS)
ACE6003MS *7th–8th Grade*
Credits: 1
In this course, students will learn the basic skills and processes of music & audio recording & mixing. Students will learn how to set up and operate industry-level recording equipment and learn how to record both live music and audio for podcasts. Students will learn how to mix their own live recordings for optimal sound quality.

ACE Performing Arts Experience (MS)
ACE6008MS *7th–8th Grade*
Credits: 1
Students will learn about creative outlets and careers in the performing arts through immersive hands-on lessons and workshops. Students will work with industry professionals, gain industry skills and insights, and develop their own creative voice through a range of performing arts.



Art (Bright Thinker)
MSBT6001D *7th–8th Grade*
Credits: 5
Middle School Art integrates visual literacy skills, critical thinking, imagination, and the senses to explore the world through elements of art and principles of design. Students draw from life experiences to create original works of art, emphasizing creative expression across various mediums like drawings, paintings, sculptures, and digital art. Historical and cultural contexts in art are explored, along with critical evaluation and response to artworks. The course culminates in an exploration of art and career opportunities, alongside the creation of a professional art portfolio showcasing students' work.

Arts & Craft. A/B
MSAC01/MSAC02 *7th–8th Grade*
Credits: 10

Arts and Crafts A begins by focusing on the elements of art and the color wheel. Students eventually progress to learning about the principles of art and how to apply them to various works of art. Students will learn about various artists and their crafts and will mimic some of the art styles by creating artwork of their own throughout each unit. Students will learn how to critically analyze various pieces of famous artwork. By the end of the last unit, the student will have gathered a portfolio of artwork which they will share with their instructor for evaluation. Arts and Crafts B is more about the imagination of arts and crafts. Students will learn about various artists and their crafts, and students will mimic some of the art styles by creating artwork of their own throughout each unit. Students will learn how to critically analyze various pieces of famous artwork. By the end of the last unit, students will have gathered a portfolio of artwork which they will share with their instructor for evaluation.

Basic Drawing
MS6005 *7th–8th Grade*
Credits: 5
This course explores a variety of drawing techniques in sequential order of complexity. Skill-building emphasis is on mastering basic drawing shapes and developing creative thinking through imaginative expression. In addition, students learn to translate the world around them through perceptive, believable drawings.

Cartooning
MS6016 *7th–8th Grade*
Credits: 5
This course consists of a sequence of drawing exercises giving students the opportunity to explore the art and craft of cartooning and develop creative solutions for the many inherent challenges of the art form. By the end of the course, students will have a notebook filled with original drawings of cartoon characters and the magical worlds they live in as well as hundreds of ideas for developing more. Note: This course is particularly designed for students who really enjoy drawing.

Music (Bright Thinker)
MSBT6001D *7th–8th Grade*
Credits: 5
In middle school music, students take a classical approach to learn about orchestral instruments, vocal ranges, and exemplary performances. They also learn music notation, sight-reading with solfège and Curwen hand signs, and critically analyze art music performances. The course covers distinctions between genres and styles, as well as the components of sonata form. Additionally, students gain a broader understanding of music through engaging and interactive learning tools.

Theater (Bright Thinker)
MSBT6002D *7th–8th Grade*
Credits: 5
In Middle School Theater, students explore realities, relationships, and ideas through theater, dialogue, music, and dance. The course emphasizes foundations such as inquiry, creative expression, historical and cultural relevance, and critical evaluation. Through projects and exercises, students develop artistic thinking, interpersonal skills, and integrate knowledge across content areas. They communicate in dramatic forms, build self-concepts, and understand human relationships and the world through drama elements and theater conventions. Historical and cultural studies increase understanding of theater heritage and world cultures, while critical evaluation fosters appreciation and evaluation of live theater performances.



Middle School Electives – Life Skills

Students may be required to attend a small group instruction class while taking any of the following classes

Academic Success (Online – Edmentum)
MSES355 *7th–8th Grade*
Credits: 3

This elective course is intended as a practical, hands-on guide to help students improve study habits and enhance their prospects for academic success, now and in the future. The orientation section of this course prepares students to be successful in an online environment.

Basic Study Skills
MS1024 *7th–8th Grade*
Credits: 5
Basic Study Skills is a course designed to enhance the study skills of students. After completion of this course, students will be able to set goals for themselves, manage their time well, take effective notes, and prepare for exams. The student will also learn the vital components for a research paper (e.g. gathering resources, citing work, and proofreading) as they create one themselves.


College & Career Explorations (Bright Thinker)
MSBT8001D *7th–8th Grade*
Credits: 10
Embark on a journey of self-discovery and career planning with our "Career and College Explorations" course. Students will explore questions like "Who am I?" and "What am I meant to do with my life?" using decision-making and problem-solving skills. They'll integrate knowledge from various disciplines to make informed decisions about college and career plans, exploring high-demand career paths and aligning their goals. The course also covers career clusters, labor market research, job-seeking skills, and employment document creation, aiming to build a strong foundation for success in high school and beyond.

Character Education
MS8042 *7th–8th Grade*
Credits: 5
Character Education is a 5-unit small group instruction class that introduces students to the character traits most important to success in our unique school model. Traits of grit, responsibility, optimism, and gratitude are explored, as well as personal reflection on mindsets and experiences that will guarantee students more success in the future. Upon completion of this course, students will be able to: 1) identify examples of people displaying/not displaying the key character traits 2) strengthen a work ethic that is influenced by the ability to ask questions when needed by a teacher with whom they have a positive relationship 3) learn to take personal responsibility for content mastery by finishing assignments to the best of their ability in a timely manner 4) engage in a process where they apply selfreflection and the specific character traits to their personal growth 5) apply to the concept of grit to their response to challenges, school work, and goals for the future 6) apply the concept of responsibility to self-control, integrity, personal choices, and locus of control 7) apply the concept of gratitude to fully engage in their lives and antidote to living in a state of scarcity and negativity and 8) apply the concept of optimism to the concept of malleable intelligence, a belief in self-efficacy and hope for the future.

Independent Living
MS8008 *7th–8th Grade*
Credits: 5
The Independent Living course explores the challenges individuals may encounter when living independently. Students will explore topics such as housing decisions, self-sufficiency in terms of food, and cultivating a fulfilling lifestyle. The course emphasizes the importance of personal responsibility, decision-making skills, and understanding financial and career choices. Students will also gain essential knowledge in areas such as childcare, money management, civic responsibility, basic sewing techniques, and culinary skills. This course equips students with the necessary tools and knowledge to navigate the demands of independent living successfully.


Literacy Advancement A/B (Online – Achieve 3000)
MSES274/MSES275 *7th–8th Grade*
Credits: 10
Literacy Advancement is a class that utilizes the Achieve 3000 program that offers differentiated instruction tailored to each student's Lexile reading level to improve their core literacy skills, and content-area knowledge. Students follow a simple 5-Step Literacy Routine that improves vocabulary, comprehension, and reading fluency as well as writing skills. During the Literacy Routine, students receive reading materials and follow-up activities that are precisely matched to their learning abilities. Each one of the five steps will aid in enhancing the students essay writing skills while incorporating the use of technology. The goal is to provide support and help to increase the student's literacy skills and comprehension, test-taking skills, and technology skills.


Literacy Empowerment A/B (Online – Achieve 3000)
MSES297/MSES298 *7th–8th Grade*
Credits: 10
Literacy Empowerment is a class that utilizes the Achieve 3000 program that offers differentiated instruction tailored to each student's Lexile reading level to improve their core literacy skills, and content-area knowledge. Students follow a simple 5-Step Literacy Routine that improves vocabulary, comprehension, and reading fluency as well as writing skills. During the Literacy Routine, students receive reading materials and follow-up activities that are precisely matched to their learning abilities. Each one of the five

steps will aid in enhancing the students essay writing skills while incorporating the use of technology. The goal is to provide support and help to increase the student's literacy skills and comprehension, test-taking skills, and technology skills.

My Language Arts Path A/B/C/D/E/F

MS90181/MS90182/MS90183/MS90184/MS90185/MS90186 *7th–8th Grade*

Credits: 5-30

My Language Arts Path is a digital course that is a part of the Edmentum Learning platform. Utilizing diagnostic data, the program creates a unique learning path that targets each students' specific instructional level, academic needs, and growth goals. The coursework includes individualized tutorials, practice, mastery quizzes, and progress checks. Students complete a set of skills to earn a unit. The goal is to provide support and help to increase student's language arts, testing, and technology skills.

My Learning Path I

MS90122 *7th–8th Grade*

Credits: 3

My Learning Path I utilizes a series of interactive assessments to measure core academic skills, as well as personal strengths and career interests. Through a series of written, interview, and research activities, students connect with resources supporting their academic and career interests. After assessing and reflecting on areas of strength and challenge, students create a personalized academic plan and portfolio presentation; aligned with their identified career interests and personal goals. Students also develop computer-based testtaking and technology skills, as well as digital media creation and distribution skills.

My Math Path A/B/C/D/E/F

MS90169/MS90170/MS90171/MS90172/MS90173/MS90174 *7th–8th Grade*

Credits: 5-30

My Math Path is a digital course that is a part of the Edmentum Learning platform. Utilizing diagnostic data, the program creates a unique learning path that targets each students' specific instructional level, academic needs, and growth goals. The coursework includes individualized tutorials, practice, mastery quizzes, and progress checks. Students complete a set of skills to earn a unit. The goal is to provide support and help to increase student's math, testing, and technology skills.

My Reading Path A/B/C/D/E/F

MS90175/MS90176/MS90177/MS90178/MS90179/MS90180 *7th–8th Grade*

Credits: 5-30

My Reading Path is a digital course that is a part of the Edmentum Learning platform. Utilizing diagnostic data, the program creates a unique learning path that targets each students' specific instructional level, academic needs, and growth goals. The coursework includes individualized tutorials, practice, mastery quizzes, and progress checks. Students complete a set of skills to earn a unit. The goal is to provide support and help to increase student's reading, testing, and technology skills.

New Student Seminar

MS9053 *7th–8th Grade*

Credits: 2

The course will help new students transition from their previous school to the new learning environment. The course will prepare students for the blended learning model and meet the social and academics challenges they may encounter over the ensuing years. Giving student's time and support to adjust to our school's culture and expectations will create a more cohesive, prepared and academically motivated student. Students will build rapport with teachers and staff with the purpose of making the student feels comfortable in asking questions and seeking support. It is the school's belief that students are more likely to succeed academically when they are in a caring and supportive learning community.

Student Assistant 7 A/B

MS9023/MS9024 *7th–8th Grade*

Credits: 5

Student Assistants serve teachers and other staff members by providing clerical and instructional assistance in the centers. Teacher permission is required and students must complete training as required by the Director of Educational Operations. Students who fall behind in their regular school work will need to take a break from this course until their other studies have improved. Student Assistants must demonstrate responsibility, maturity and integrity in their relations with adults and other students. Students will earn 5 credits upon completion of 60 hours of work during each semester.

Student Assistant 8 A/B

MS9025/MS9026 *7th–8th Grade*

Credits: 5

Student Assistants serve teachers and other staff members by providing clerical and instructional assistance in the centers. Teacher permission is required and students must complete training as required by the Director of Educational Operations. Students who fall behind in their regular school work will need to take a break from this course until their other studies have improved. Student

Assistants must demonstrate responsibility, maturity and integrity in their relations with adults and other students. Students will earn 5 credits upon completion of 60 hours of work during each semester.

Tech In Testing
MS90112 *7th–8th Grade*
Credits: 5
Students taking the Tech in Testing class will be prepared with skills and strategies for test-taking. They will be exposed to Universal Tools, online features, Equation Editors, virtual manipulatives, and technology enhanced items. During content-specific units, students will become familiar with the format of questions in regards to the power standards for English and Math.

Technology Literacy A/B
MS90133/MS90134 *7th–8th Grade*
Credits: 10
Technology Literacy A offers students a comprehensive, interactive tour through Google's G Suite applications. Students will be given multiple opportunities to display creativity using Google tools including Drive, Docs, Slides, Gmail and Meet. Throughout the course, students will also be learning about and practicing good Digital Citizenship. Technology Literacy B offers students a comprehensive, interactive tour through Google's G Suite applications. Students will be given multiple opportunities to display creativity using Google tools including Sheets, Forms, Sites, and Maps. At the completion of this course, students will be prepared to successfully complete Google's G Suite industry certification examination.



Middle School Electives – General

Students may be required to attend a small group instruction class while taking any of the following classes

Applied Medical Terminology A/B CP (Online – Edmentum)
MSES484/MSES485 *7th–8th Grade*
Credits: 10
Built on the same sound pedagogy and proven course design methodologies as all of the Edmentum courses, Medical Terminology helps students understand the structure and meaning of medical terms and identify medical terminology associated with various body systems. Students will learn about the history of medical terminology and identify the basic components of medical terms. They will learn about various medical abbreviations, acronyms, and symbols used in health care. Additionally, they will discuss the structure, planes, and cavities of the human body and their respective positions. Students learn about the structure and functions of each body system. They will identify the medical terminology related to various diseases, disorders, medical procedures, and treatment for each system and they will explore health science specializations related to each body system. Finally. students learn about the structure and functions of each body system. They will identify the medical terminology related to various diseases, disorders, medical procedures, and treatment for each system. Additionally, they will explore health science specializations related to each body system.

Independent Project 1A/1B
MS9090/MS9091 *7th–8th Grade*
Credits: 5-10
This course allows teachers to create a unique curriculum aligned with standards and addressing multiple disciplines. Teachers collaborate with their principal to develop a course proposal, ensuring it meets educational goals. The course emphasizes integrating various subjects and encourages cross-curricular learning. Teachers have the flexibility to incorporate academic domains based on their expertise and objectives.



Middle School Electives – Pathways Trips

Students may be required to attend a small group instruction class while taking any of the following classes

Career Exploration at Blackbird Farm
MS9097 *7th–8th Grade*
Credits: 5
Students will learn about multiple careers in the fields of construction, engineering, animal husbandry, marketing, farming, and design. Students will be able to communicate and set personal goals using language specific to CTE Pathways and standards. Students will reflect and be able to connect personal strengths to career opportunities in various CTE career industries.

Pathways: CSI
MS90207 *7th–8th Grade*
Credits: 3
In this Pathways CSI program, students will be exploring and learning about the history and significance of forensic science field. The class will be balanced mixture of social emotional learning, hands on science labs and discussions/lectures from experts in the field. During the program, the students will participate in a variety of activities such as, but not limited to; individual and group teambuilding, science labs – finger print analysis, blood splatter analysis, body decay analysis, etc, local tours/excursions related to the forensic science field (morgue, police department, labs, etc), lectures from forensic science professionals (detectives, arson experts, dentistry), self-reflections, CSI job exploration, museum visits and related tours/activities.

Pathways: Farm Forensics
MS90281 *7th–8th Grade*
Credits: 3
In this Pathways Farm Forensics program, students will be exploring and learning about the history and significance of forensic science field. The class will be balanced mixture of social emotional learning, hands on science labs and discussions/lectures from experts in the field. During the program, the students will participate in a variety of activities such as, but not limited to; individual and group teambuilding, science labs – finger print analysis, blood splatter analysis, body decay analysis, etc, local tours/excursions related to the forensic science field (morgue, police department, labs, etc), lectures from forensic science professionals (detectives, arson experts, dentistry), self-reflections, CSI job exploration, museum visits and related tours/activities.

Pathways: Leadership Camp
MS90282 *7th–8th Grade*
Credits: 3
In this Pathways Leadership Camp students will be exploring and learning about leadership skills and how to apply them to their daily lives and in service to others.The class will be a balanced mixture of social emotional learning, hands-on activity planning and discussions/lectures from experts in the field. During the program, the students will participate in a variety of activities such as, but not limited to; planning an activity for their fellow students, learning team building activities, reading and processing a leadership book, and growing in their leadership skills.

Pathways: Rocky Mountain Ranch
MS90213 *7th–8th Grade*
Credits: 3
The objective of the Rocky Mountain Pathways Work Study Program is to facilitate learning through experiencing life on a ranch. The topics covered include: Native American history and traditions, animals of the ranch and Colorado, and history and landscape of Colorado. The skills developed include work and post-secondary skills, teambuilding, and problem-solving. This is accomplished through participation in work on the ranch, academic work, and experiential activities. Additionally, students will leave with an understanding of being a part of a community, their personal leadership, and a greater awareness of nature.

Pathways: Viking Adventure
MS90261 *7th–8th Grade*

Credits: 5

Pathways Viking Adventure takes students on a journey through 3 Scandinavian countries. On our Viking Adventure students will learn about Viking history in Sweden, Norway, and Denmark. Through hands-on experiences and curriculum students will learn about the unique history of the Viking age. This course will cover Viking tales, mythology, contributions to the world and the true meaning of the word viking. Through this course students will explore the concept of sacrifice, understand its importance in personal growth and relationships, and develop empathy and gratitude through reflection and discussion. Students will learn to practice selfcompassion and cultivate a positive relationship with themselves. Students will also develop self-awareness and cultivate self-worth by composing a letter to themselves that celebrates their strengths, acknowledges their accomplishments, and affirms their inherent value and worthiness. This program will allow students to reflect on their experiences and personal growth during the trip, including challenges overcome, new perspectives gained, and connections made, and consider how these experiences contribute to their personal development and global citizenship.

Pathways: Virtual CSI

MS90218 *7th–8th Grade*

Credits: 3

In this Virtual Pathways CSI program, students will be exploring and learning about the history and significance of forensic science field. The class will be balanced mixture of social emotional learning, hands on science labs and discussions/lectures from experts in the field. During the program, the students will participate in a variety of activities such as, but not limited to; individual and group teambuilding, science labs – finger print analysis, blood splatter analysis, body decay analysis, etc,), lectures from forensic science professionals (detectives, arson experts, dentistry), self-reflections, CSI job exploration.

Pathways: Virtual DC

MS90219 *7th–8th Grade*

Credits: 3

In this Virtual Pathways Washington DC program, students will learn about our nation's capital. During the program, students will virtually explore various historical and influential sites while learning about the impact DC has had on our nation's past, present and the impact it can have on our future. Students will partake in virtual tours and virtually visit monuments, museums and government buildings to learn about our government's processes and students will identify how they can create their own impact on the world they live in.

Pathways: Virtual International

MS90220 *7th–8th Grade*

Credits: 3

In this Pathways International program, students will virtually explore multiple countries from across the globe while learning about the food, culture and holiday customs that make each country unique. Students will partake in virtual cooking demonstrations, be introduced to culturally significant traditions, and have the opportunity to taste unique holiday flavors from around the world. At the end of this course each student will have the knowledge to compare and contrast how certain holidays are celebrated in each of the various countries, identify how these cultures and traditions are similar and different to those in America, and leave with interesting new recipes they can share with their friends and families.

Pathways: Virtual Mentorship

MS90221 *7th–8th Grade*

Credits: 3

In this Virtual Pathways Mentorship Program, students will identify and develop key goals for their life and future as well as the steps needed to achieve them. During the program, students will explore and apply the concepts of self-empowerment, resilience, advocacy, social justice, stress management, self care, community and compassion. Students will learn healthy tools and techniques for processing their thoughts and feelings, build a support system through experiential connection, and virtually participate in service projects and community engagement projects. By the end of the program, students will know who their most influential mentors are, how to most effectively employ them as resources, and how to be mentors to others in their own lives.

Pathways: Virtual National Parks

MS90222 *7th–8th Grade*

Credits: 3

In this Virtual Pathways National Parks program, students will be exploring and learning about the history and significance o. U.S. National Parks, specifically the National Parks of the Western U.S. The class will be a balanced mixture of social emotional learning, hands on science/nature labs, wilderness safety and prevention, history of native people and discussions/lectures from experts in the field. During the program, the students will participate in a variety of activities such as, but not limited to; individual and group team building, nature labs, animal/wildlife identification/protection, flora/fauna identification, fire safety, erosion, archaeology, lectures from wilderness professionals (firefighters, EMTs), self-reflections, park/recreation job exploration.

Pathways: Virtual Service Learning

MS90223 *7th–8th Grade*

Credits: 3
In this Pathways Virtual Service Learning Program, students will be given the opportunity to learn about the many ways to contribute through acts of service. This includes learning the process of starting up your own cause, contributing to an already established cause, and understanding the social emotional concepts of community concepts for both themselves and their communities. During this course, students will participate in group activities, discussions, various community service projects and have the opportunity to become CPR/First Aid Certified.

Pathways: Washington DC JR High
MS90215 *7th–8th Grade*
Credits: 3
During this Pathways Washington DC Jr High program, student will have the opportunity to explore our nation's capital. Throughout this trip, students visit various historical sites while learning the history and impact DC has had on our nation's past, present and future. Students will participate in numerous tours, visit monuments, museums and government buildings. During the trip, students will learn about out government's process and students will be able to identify how they can create their own impact on the world we live in.



Middle School Electives – Workforce Skills Training

Students may be required to attend a small group instruction class while taking any of the following classes

Financial Literacy and Entrepreneurial Skills
MS90132, MSED9118 *7th–8th Grade*
Credits: 2
Students will learn about personal budgets, expense reports, bank accounts, investments, job finances, and job skills in unit 1. Students will learn about starting a business and create a business proposal in unit 2. The course will be hands-on and real-world applicable with examples of each major concept.

B.4 OFY-SG Financial Update

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

March 2026

Agenda Item: OFY-SG Financial Update

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

- SB740 Report as of January 2026
- Detail Income Statement as of January 2026
- Variance Analysis Report as of January 2026
- Balance Sheet as of January 2026
- Cash Flow Forecast as of January 2026

Fiscal Impact: N/A

Superintendent's Recommendation: N/A

Proposed Motion: N/A

Company	**Options for Youth Charters**	
Period	**FY 2025/26 - January 2026**	
Budgeted ADA	**465.34**	
P2 Projected ADA	**407.72**	
	Options For Youth - San Gabriel	
Ledger Account	**Actuals + Forcast**	**% of Revenue**
LCFF Transition (R6)	3,676,373	50.67%
Mandate Block (R7)	26,517	0.37%
EPA (R10)	1,208,925	16.66%
State Lottery (R11)	115,830	1.60%
In lieu Property Taxes (R12)	1,563,158	21.54%
Other State Income (R15)	719	0.01%
Miscellaneous Income (R16)	0	0.00%
Special Education (R17)	368,299	5.08%
State Restricted (R18)	295,896	4.08%
Federal Restricted (R19)	0	0.00%
Revenue Subtotal	**7,255,717**	**100.00%**
Certificated Salaries & Benefits Subtotal	2,917,925	40.22%
Special Ed Expenses Subtotal	522,241	7.20%
Certificated Salaries & Benefits Subtotal	**3,440,165**	**47.41%**
Classified Salaries & Benefits (R30)	396,462	5.46%
Books, Supplies, & Equipment (R31)	83,243	1.15%
Contracts for Instructional Services - Special Education (R32)	6,646	0.09%
Contracts for Instructional Support (R33)	1,569,842	21.64%
All Other Instruction (R34)	566,595	7.81%
Subtotal Instruction and Related Services	**6,062,953**	**83.56%**
Services & Other Operating Costs (R39)	384,579	5.30%
Facilities Acquisition & Construction (R40)	5,000	0.07%
Subtotal Operations and Facilities	**389,579**	**5.37%**
Certificated Salaries & Benefits (R43)	4,033	0.06%
Non-Certificated Salaries & Benefits (R44)	27,879	0.38%
Books, Supplies & Equipment (R45)	892	0.01%
Contracts for Administrative Cost (R46)	83,944	1.16%
Supervisorial Oversight (R47)	66,589	0.92%
All Other Administration (R48)	413,633	5.70%
Subtotal Administration & All Other Activities	**596,969**	**8.23%**
GAAP Excess Revenue or (Deficit)	206,216	2.84%
Depreciation (R54)	77,713	1.07%
SB740 Excess Revenue or (Deficit)	**283,929**	**3.91%**
Revenue for Instructional	7,255,717	
Instructional	6,062,953	
Allowable Facilities	45,093	
Total instructional with Allowable Facilities	**6,108,047**	**84.18%**

Company	**Options for Youth Charters**	
Period	**FY 2025/26 - January 2026**	
Budgeted ADA	**465.34**	
P2 Projected ADA	**407.72**	
	Options For Youth - San Gabriel	
Revenue for Certificated	7,255,717	
Certificated 35.25%/40.25% of Revenue	2,920,426	
B1A1 Certificated-Projected YTD	3,440,165	
Need to Spend or (Over Spent)	(519,739)	(7.16%)
Revenue for Instructional	7,255,717	
Instructional 60.25%/70.25%/80.25% of Revenue	2,902,287	
Total Instructional-Projected YTD	2,667,881	
Need to Spend or (Over Spent)	234,406	3.23%
Revenue for Instructional Total	7,255,717	
Instructional 60.25%/70.25%/80.25% of Revenue	5,822,713	
Total Instructional-Projected YTD	6,108,047	
Need to Spend or (Over Spent)	(285,334)	**(3.93%)**
Excess Revenue With Need to Spend (GAAP)	**206,216**	
% of Revenue	2.84%	
Excess Revenue With Need to Spend (SB740)	**283,929**	
% of Revenue	3.91%	
Projected Fund Balance	**2,906,515**	
% of Current Year Expenditures	41.23%	

Company for Financial Reports **Options For Youth - San Gabriel, Inc.**
Period **FY 2025/26 - January 2026**
Budgeted ADA **465.34**
P2 Projected ADA **407.72**

Ledger Account	Revenue / Spend Category	07/2025 Actuals	08/2025 Actuals	09/2025 Actuals	10/2025 Actuals	11/2025 Actuals	12/2025 Actuals	01/2026 Actuals	01/2026 CM Budget	01/2026 CM Variance	Year to Date Actuals	Year to Date YTD Budget	Year to Date YTD Variance	02/2026 Budget	03/2026 Budget	04/2026 Budget	05/2026 Budget	06/2026 Budget	Projected Actuals	% of Rev
41500:Special Education	RC27 Special Education	35,243	41,615	27,641	42,975	40,546	23,510	76,914	25,071	51,842	288,445	213,702	74,742	15,971	15,971	15,971	15,971	15,971	368,299	5.08%
43000:State Revenue	RC08 LCFF Transition	1,359,919	398,828	279,950	677,756	350,290	422,109	(119,143)	67,058	(186,201)	3,369,708	2,933,814	435,894	126,327	45,085	45,085	45,085	45,085	3,676,373	50.67%
43000:State Revenue	RC09 Mandate Block Grant	4,419	4,419	4,419	4,419	4,419	631	3,788	3,788	0	26,517	30,305	(3,788)	0	0	0	0	0	26,517	0.37%
43000:State Revenue	RC12 In Lieu Property Taxes	668,019	195,912	137,292	148,487	153,624	92,934	36,499	26,837	9,661	1,432,767	1,399,910	32,857	53,713	19,170	19,170	19,170	19,170	1,563,158	21.54%
43000:State Revenue	RC132 Educator Effectiveness Grant	0	1,100	50	1,000	3,660	0	2,184	0	2,184	7,994	0	7,994	0	0	0	0	8,000	15,994	0.22%
43000:State Revenue	RC134 A-G Access/Success Grant	0	745	86,000	0	0	0	0	0	0	86,745	0	86,745	0	0	0	0	0	86,745	1.20%
43000:State Revenue	RC138 Arts, Music, and Instructional Materials	0	0	3,315	0	0	0	95,547	0	95,547	98,862	0	98,862	0	0	0	0	44,901	143,763	1.98%
43000:State Revenue	RC14 EPA	734,759	215,486	151,009	(212,084)	118,811	71,874	28,228	20,756	7,472	1,108,082	1,459,654	(351,572)	41,541	14,825	14,825	14,825	14,825	1,208,925	16.66%
43000:State Revenue	RC142 Learning Recovery Emergency Block Grant	0	16,590	0	21,750	0	0	8,050	0	8,050	46,390	0	46,390	0	0	0	0	0	46,390	0.64%
43000:State Revenue	RC15 State Lottery	11,017	11,017	5,393	9,117	10,979	9,396	10,650	9,486	1,163	67,568	69,950	(2,382)	9,653	9,653	9,653	9,653	9,653	115,830	1.60%
43000:State Revenue	RC19 Other State Revenue	0	0	0	0	719	0	0	0	0	719	0	719	0	0	0	0	0	719	0.01%
43000:State Revenue	RC55 Arts & Music	0	0	0	0	0	523	2,480	0	2,480	3,003	0	3,003	0	0	0	0	0	3,003	0.04%
Total Revenue		**2,813,376**	**885,713**	**695,069**	**693,420**	**683,048**	**620,977**	**145,197**	**152,997**	**(7,800)**	**6,536,800**	**6,107,336**	**429,464**	**247,204**	**104,703**	**104,703**	**104,703**	**157,604**	**7,255,717**	**100.00%**
50000:Certificated Salaries & Wages		204,388	203,261	185,286	193,026	154,857	215,631	189,489	198,137	8,647	1,345,938	1,401,266	55,327	180,605	199,320	199,575	190,923	221,858	2,338,220	32.23%
50100:Non-Certificated Salaries & Wages		33,892	23,370	14,619	18,473	12,981	18,809	15,907	22,570	6,663	138,052	116,423	(21,629)	20,518	22,577	22,740	21,857	23,681	249,424	3.44%
50500:Certificated Additional Duties		22,363	8,635	591	684	1,250	3,738	2,783	4,500	1,717	40,043	62,000	21,957	4,500	4,500	4,500	15,000	15,000	83,543	1.15%
51000:Certificated Incentives		0	0	11,843	15,520	0	32,244	0	0	0	59,607	93,565	33,958	0	0	0	0	104,824	164,430	2.27%
51100:Non-Certificated Incentives		0	0	1,273	0	0	3,684	0	0	0	4,957	8,135	3,178	0	0	0	0	9,360	14,317	0.20%
51600:Non Certificated Stipends		1,880	70	45,909	3,756	0	12,256	44	0	(44)	63,915	0	(63,915)	0	0	0	0	0	63,915	0.88%
52000:Certificated Payroll Taxes		17,092	15,871	18,714	15,737	11,524	21,419	15,645	15,078	(568)	116,002	110,812	(5,190)	13,744	15,168	15,187	14,529	16,883	191,513	2.64%
52100:Non-Certificated Payroll Taxes		2,824	1,872	1,262	1,424	1,003	1,838	1,413	1,718	304	11,635	8,914	(2,720)	1,561	1,718	1,730	1,663	1,802	20,110	0.28%
53000:Certificated Group Insurance		25,182	25,850	24,821	23,512	19,133	26,438	23,909	25,347	1,439	168,844	174,981	6,137	23,104	25,499	25,531	24,424	28,382	295,785	4.08%
53100:Non-Certificated Group Insurance		2,615	2,807	2,785	3,150	2,274	3,492	2,967	2,577	(391)	20,090	12,973	(7,117)	2,343	2,578	2,596	2,495	2,704	32,805	0.45%
54000:Certificated Workers Comp		1,712	73	0	5,032	2,732	2,752	2,742	596	(2,146)	15,044	8,285	(6,759)	544	600	601	575	668	18,032	0.25%
54100:Non-Certificated Workers Comp		447	13	0	1,313	247	251	249	144	(105)	2,521	1,146	(1,375)	131	145	146	140	152	3,233	0.04%
55000:Other Certificated Benefits		283	303	291	289	227	330	293	293	1	2,017	2,071	54	267	295	295	283	328	3,486	0.05%
55100:Other Non-Certificated Benefits		18	20	22	22	15	25	21	19	(2)	142	96	(46)	17	19	19	18	20	234	0.00%
56000:Certificated 401k Contributions		6,777	5,997	7,283	6,032	4,307	7,502	5,806	6,702	896	43,703	45,766	2,063	6,109	6,742	6,751	6,458	7,504	77,267	1.06%
56100:Non-Certificated 401k Contributions		517	603	602	539	392	710	503	541	38	3,866	2,696	(1,170)	491	541	545	524	567	6,534	0.09%
57000:Certificated Vacation Expense		0	0	(27,972)	0	0	12,026	0	3,903	3,903	(15,946)	28,847	44,792	3,569	3,924	3,929	3,955	6,591	6,022	0.08%
57100:Other Non-Certificated Vacation Expense		0	0	184	0	0	2,199	0	268	268	2,383	1,961	(422)	243	268	271	262	503	3,930	0.05%
59900:Other Employee Related Costs		1,099	616	1,821	4	60	1,045	63	100	37	4,708	15,600	10,892	8,000	100	2,100	8,100	14,100	37,108	0.51%
Total Payroll		**321,088**	**289,361**	**289,334**	**288,513**	**211,005**	**366,388**	**261,835**	**282,492**	**20,657**	**2,027,522**	**2,095,536**	**68,013**	**265,748**	**283,992**	**286,516**	**291,205**	**454,925**	**3,609,909**	**49.75%**
60200:Other Equipment	SC016 Leasehold Improvements	0	0	0	0	0	0	0	0	0	0	5,000	5,000	0	2,500	0	0	2,500	5,000	0.07%
60200:Other Equipment:	SC010 Furniture & Fixtures	7,478	162	0	0	0	0	0	0	0	7,640	5,000	(2,640)	0	5,000	0	0	5,000	17,640	0.24%
70000:G&A Expense	SC110 Security	517	195	0	322	0	517	0	333	333	1,552	2,333	782	333	333	333	333	333	3,218	0.04%
70000:G&A Expense	SC221 Storage	722	1,028	1,588	1,252	1,252	1,578	(2,168)	600	2,768	5,252	4,200	(1,052)	600	600	600	600	600	8,252	0.11%
70500:Rent	SC001 Rent - Other	18,934	18,934	18,934	18,934	19,042	18,934	18,934	18,934	0	132,647	132,540	(107)	18,934	18,934	18,934	18,934	19,692	228,076	3.14%
70500:Rent	SC457 Lease Expense (ROU)	0	0	1,553	0	0	1,553	0	0	0	3,106	3,106	0	0	1,553	0	0	796	5,455	0.08%
70630:Maintenance	SC111 Facilities Charges	(2,082)	4,993	0	72	2,718	2,060	1,484	1,367	(117)	9,244	9,569	325	1,367	1,367	1,367	1,367	1,367	16,079	0.22%
70630:Maintenance	SC108 Repairs & Maintenance	170	0	0	0	1,600	0	2,745	2,775	30	4,515	19,425	14,910	2,775	2,775	2,775	2,775	2,775	18,390	0.25%
70630:Maintenance	SC109 Custodial	1,272	3,129	195	1,467	1,467	2,544	195	1,670	1,475	10,269	11,690	1,421	1,670	1,670	1,670	1,670	1,670	18,619	0.26%
70630:Maintenance	SC251 Property Management	0	3,787	0	1,893	3,787	0	3,787	1,821	(1,966)	13,254	12,747	(507)	1,821	1,821	1,821	1,821	1,821	22,359	0.31%
Total Facilities		**27,012**	**32,227**	**22,270**	**23,940**	**29,866**	**27,187**	**24,977**	**27,501**	**2,524**	**187,479**	**205,610**	**18,132**	**27,501**	**36,554**	**27,501**	**27,501**	**36,554**	**343,087**	**4.73%**
70000:G&A Expense	SC125 Cellular Phone	778	313	316	577	623	727	562	950	388	3,895	6,650	2,755	950	950	950	950	950	8,645	0.12%
70100:Service Charges	SC093 HR Benefits Process Charges	191	225	318	295	237	227	225	186	(39)	1,718	1,555	(163)	186	186	186	186	186	2,651	0.04%
70400:Tax Expense	SC100 Business Tax & License	0	0	1,352	0	0	0	282	0	(282)	1,634	0	(1,634)	300	0	0	0	0	1,934	0.03%
70400:Tax Expense	SC114 Property Taxes	2,780	0	0	0	0	0	0	0	0	2,780	2,450	(330)	0	0	0	0	0	2,780	0.04%
70620:Utilities	SC105 Telephone	110	67	55	134	55	44	0	382	382	466	2,674	2,208	382	382	382	382	382	2,376	0.03%
70620:Utilities	SC106 Internet	491	5,098	4,992	5,050	5,114	4,895	5,100	5,900	800	30,741	41,300	10,559	5,900	5,900	5,900	5,900	5,900	60,241	0.83%
70620:Utilities	SC202 Water/Gas/Electric/Trash	3,137	3,247	3,595	3,289	1,887	1,999	1,779	3,200	1,421	18,934	22,400	3,466	3,200	3,200	3,200	3,200	3,200	34,934	0.48%
71000:Insurance Expense	SC113 Property/Casualty Insurance	458	0	0	37,785	811	281	678	450	(228)	40,012	40,250	238	0	0	0	0	11,350	51,362	0.71%
71450:Charges & Fees	SC148 Processing Fees	750	0	0	0	750	0	0	0	0	1,500	1,500	0	0	750	0	0	0	2,250	0.03%
Total Utilities & Taxes		**8,694**	**8,951**	**10,629**	**47,131**	**9,477**	**8,172**	**8,627**	**11,068**	**2,442**	**101,681**	**118,779**	**17,098**	**10,918**	**11,368**	**10,618**	**10,618**	**21,968**	**167,173**	**2.30%**
60300:IT Expense	SC018 Software	0	4,800	0	43	0	0	96	1,000	904	4,939	1,100	(3,839)	0	0	0	3,000	1,000	8,939	0.12%
63000:Consulting	SC053 IT Services - Other	0	0	1,979	1,625	812	692	1,217	2,051	834	6,326	14,357	8,031	2,051	2,051	2,051	2,051	2,051	16,581	0.23%
63000:Consulting	SC217 IT Services - Hardware Support	0	0	623	2,647	156	597	1,427	2,560	1,133	5,450	18,320	12,870	2,560	2,560	2,560	2,560	2,560	18,250	0.25%
70300:Dues & Subscriptions	SC098 Subscriptions	31,287	1,671	1,646	3,248	1,416	2,363	548	5,000	4,452	42,180	75,000	32,820	5,000	5,000	5,000	5,000	10,000	72,180	0.99%
70640:Material	SC192 Miscellaneous/Other Technical Equipment	0	9,069	0	0	0	1,172	0	0	0	10,242	5,000	(5,242)	0	1,000	0	0	4,000	15,242	0.21%
70640:Materials	SC160 Tech Materials - Laptop	(68,397)	8,755	0	0	860	(860)	4,130	0	(4,130)	(55,512)	5,000	60,512	0	0	0	0	5,000	(50,512)	-0.70%
70640:Materials	SC194 Tech Materials - Chromebook	0	50,573	0	0	0	860	0	0	0	51,432	12,000	(39,432)	0	6,000	0	0	6,000	63,432	0.87%
Total I.T.		**(37,109)**	**74,867**	**4,248**	**7,563**	**3,243**	**4,824**	**7,419**	**10,611**	**3,192**	**65,056**	**130,777**	**65,721**	**9,611**	**16,611**	**9,611**	**12,611**	**30,611**	**144,111**	**1.99%**
60600:Student Activities	SC070 Other Student Program Expenses	0	0	0	0	0	0	0	0	0	0	100	100	0	0	0	0	0	0	0.00%
60800:Service Fees	SC303 Service Fee - Back Office, HR, Board Relations	193,389	56,716	39,778	42,991	43,591	41,084	10,915	8,026	(2,889)	428,463	405,537	(22,926)	15,511	5,536	5,536	5,536	5,536	466,116	6.42%
60800:Service Fees	SC304 Charter Management Fee	124,321	36,460	25,571	27,637	28,023	26,411	7,017	5,159	(1,857)	275,440	260,702	(14,738)	9,971	3,559	3,559	3,559	3,559	299,646	4.13%
60800:Service Fees	SC305 Service Fee - Educational Services	174,085	55,355	37,900	40,765	43,480	37,418	14,159	11,864	(2,295)	403,162	384,662	(18,500)	18,631	9,978	9,978	9,978	9,978	461,703	6.36%
60800:Service Fees	SC470 Sole Member Fees	0	0	0	23,777	3,114	2,935	780	573	(206)	30,604	5,093	(25,512)	1,108	395	395	395	395	33,294	0.46%
63000:Consulting	SC046 Accounting Consulting	0	(4,550)	7,000	0	7,000	0	2,783	4,550	1,768	12,233	18,550	6,317	0	0	7,000	0	0	19,233	0.27%
63000:Consulting	SC050 General Consulting	0	0	0	870	0	3,200	0	0	0	4,070	0	(4,070)	0	0	0	0	0	4,070	0.06%
63000:Consulting	SC051 Data Management - Other	(517)	2,926	36,108	8,108	3,283	3,329	8,534	5,200	(3,334)	61,770	80,400	18,630	5,200	5,200	5,200	5,200	5,200	87,770	1.21%
63000:Consulting	SC054 Legal	0	1,895	6,372	11,054	2,023	2,977	11,998	5,800	(6,198)	36,318	40,600	4,282	5,800	5,800	5,800	5,800	5,800	65,318	0.90%
63000:Consulting	SC055 Special Education SPED Services	278	22,973	21,480	26,380	28,880	0	60,910	21,000	(39,910)	160,900	147,000	(13,900)	21,000	21,000	21,000	21,000	21,000	265,900	3.66%
63100:Educational Services - Add On	SC453 Student Promotional Materials	0	0	0	0	0	0	0	0	0	0	7,000	7,000	0	0	0	0	0	0	0.00%
70000:G&A Expense	SC309 Board of Directors	(750)	750	0	0	0	0	0	0	0	0	5,000	5,000	0	0	0	0	27,000	27,000	0.37%
70100:Service Charges	SC451 Specialized Marketing Services	0	1,079	0	0	0	158	0	0	0	1,237	5,670	4,433	0	2,835	0	0	2,835	6,907	0.10%
70200:Depreciation		6,820	6,820	6,820	6,820	6,820	6,820	6,820	6,820	0	47,742	47,742	0	6,820	6,820	6,820	5,643	3,866	77,713	1.07%
71100:Marketing	SC115 Advertising	0	0	1,904	0	0	3,909	0	0	0	5,814	18,330	12,516	9,165	9,165	9,600	9,600	9,600	52,944	0.73%
71100:Marketing	SC117 Marketing Materials	0	3,433	1,201	904	13	281	0	0	0	5,833	4,800	(1,033)	0	2,400	0	0	2,400	10,633	0.15%
71400:District Admin Fees	SC026 District Admin Fees	27,627	8,102	5,683	6,142	6,227	5,869	1,559	1,147	(412)	61,209	57,934	(3,275)	2,216	791	791	791	791	66,589	0.92%
Total Service Fees		**525,252**	**191,960**	**189,817**	**195,447**	**172,453**	**134,392**	**125,474**	**70,140**	**(55,335)**	**1,534,795**	**1,489,119**	**(45,676)**	**95,422**	**73,479**	**75,679**	**67,502**	**97,959**	**1,944,835**	**26.80%**

Company for Financial Reports **Options For Youth - San Gabriel, Inc.**
Period **FY 2025/26 - January 2026**
Budgeted ADA **465.34**
P2 Projected ADA **407.72**

Ledger Account	Revenue / Spend Category	07/2025 Actuals	08/2025 Actuals	09/2025 Actuals	10/2025 Actuals	11/2025 Actuals	12/2025 Actuals	01/2026			Year to Date			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	YTD Budget	YTD Variance							
60000:Student Services	SC057 Printing & Reproduction	0	28	155	0	75	53	0	330	330	312	3,910	3,598	330	530	330	330	1,730	3,562	0.05%
70000: G&A Expense	SC132 Office Equipment leases/Rentals	434	347	347	347	1,445	331	(774)	0	774	2,478	0	(2,478)	0	0	0	0	0	2,478	0.03%
70000:G&A Expense	SC086 Postage & Delivery	1,246	700	2,379	1,339	2,824	610	1,061	2,115	1,055	10,160	14,805	4,645	2,115	2,115	2,115	2,115	2,115	20,735	0.29%
70000:G&A Expense	SC087 Office Supplies	598	3,748	660	2,289	1,269	703	228	4,200	3,972	9,495	29,400	19,905	4,200	4,200	4,200	4,200	4,200	30,495	0.42%
70000:G&A Expense	SC088 Other G&A Expenses	755	1,157	2,633	2,279	910	998	1,371	0	(1,371)	10,105	0	(10,105)	0	0	0	0	0	10,105	0.14%
70300:Dues & Subscriptions	SC099 Membership Fees	5,198	2,500	586	0	2,677	(70)	1,790	0	(1,790)	12,680	7,000	(5,680)	0	3,500	0	0	3,500	19,680	0.27%
70620:Utilities	SC458 Remote Business Expense	150	90	297	300	450	307	250	300	50	1,844	2,100	257	300	300	300	300	300	3,344	0.05%
Total Office Supplies		**8,381**	**8,571**	**7,057**	**6,555**	**9,651**	**2,933**	**3,926**	**6,945**	**3,019**	**47,073**	**57,215**	**10,142**	**6,945**	**10,645**	**6,945**	**6,945**	**11,845**	**90,398**	**1.25%**
70000:G&A Expense	SC127 Conferences	0	168	50	0	2,140	100	0	0	0	2,458	6,500	4,042	0	3,250	0	0	3,250	8,958	0.12%
70000:G&A Expense	SC129 Staff Development	702	2,264	3,018	1,253	777	895	0	3,000	3,000	8,910	22,000	13,090	3,000	3,500	3,000	3,000	3,500	24,910	0.34%
70000:G&A Expense	SC131 Company Events	0	0	0	0	0	0	2,668	0	(2,668)	2,668	3,000	332	0	0	3,000	0	0	5,668	0.08%
71100:Marketing	SC116 Business Promotion	5,000	110	0	0	0	0	0	0	0	5,110	4,800	(310)	0	2,400	0	0	2,400	9,910	0.14%
71200:Travel & Entertainment	SC103 Parking & Tolls	0	132	0	10	0	90	0	19	19	232	133	(99)	19	19	19	19	19	327	0.00%
71200:Travel & Entertainment	SC120 Travel - Airfare & Hotel	0	1,545	0	0	1,520	0	2,009	1,000	(1,009)	5,074	7,000	1,926	1,000	1,000	1,000	1,000	1,000	10,074	0.14%
71200:Travel & Entertainment	SC121 Mileage	79	150	133	178	942	76	0	500	500	1,558	3,500	1,942	500	500	500	500	3,000	6,558	0.09%
71200:Travel & Entertainment	SC122 Car Rentals	0	0	0	0	0	0	70	80	10	70	560	490	80	80	80	80	80	470	0.01%
71200:Travel & Entertainment	SC123 Meals	130	255	62	0	0	613	603	400	(203)	1,663	2,800	1,137	400	400	400	400	400	3,663	0.05%
Total Staff Programs		**5,911**	**4,624**	**3,263**	**1,441**	**5,379**	**1,774**	**5,350**	**4,999**	**(351)**	**27,742**	**50,293**	**22,550**	**4,999**	**11,149**	**7,999**	**4,999**	**13,649**	**70,537**	**0.97%**
60000:Student Services	SC065 Program Non-Travel Meals	222	1,849	1,703	1,703	0	0	4,542	1,818	(2,724)	10,019	12,726	2,708	1,818	1,818	1,818	1,818	1,818	19,109	0.26%
60000:Student Services	SC071 Student Supplies	136	2,156	1,428	38	0	694	943	747	(196)	5,394	20,894	15,500	747	747	747	13,000	14,000	34,635	0.48%
60000:Student Services	SC460 Student Engagement Programs	0	0	0	0	708	505	407	0	(407)	1,620	20,000	18,380	0	10,000	0	0	10,000	21,620	0.30%
60100:Program Equipment	SC253 Sports Equipment	0	0	0	0	0	56	0	0	0	56	3,000	2,944	0	2,000	2,000	2,000	20,000	26,056	0.36%
60400:Curriculum		0	387	25	1,432	2,494	2,111	539	3,150	2,611	6,987	22,050	15,063	3,150	3,150	3,150	3,150	3,150	22,737	0.31%
60600:Student Activities	SC276 Student Activities - College Tours, Experiential Trips	(22,900)	22,900	41	0	0	13,200	23,196	0	(23,196)	36,437	0	(36,437)	0	0	0	0	103,604	140,041	1.93%
60600:Student Activities	SC280 Student Activities - Graduation	0	2,820	0	1,927	0	0	2,813	2,500	(313)	7,560	17,500	9,940	2,500	2,500	2,500	2,500	2,500	20,060	0.28%
60600:Student Activities	SC281 Student Activities - Sports	0	1,158	1,421	0	369	1,705	8,029	5,000	(3,029)	12,682	14,000	1,318	5,000	5,000	5,000	5,000	5,000	37,682	0.52%
60600:Student Activities	SC282 Student Activities - Field Trips	(25)	2,197	9,455	56	1,916	2,979	5,150	5,850	700	21,728	45,450	23,722	5,850	8,100	5,850	5,850	8,100	55,478	0.76%
60700:Student Travel Expenses	SC063 Program Transportation	5,330	11,633	18,306	18,352	13,259	8,184	7,513	7,500	(13)	82,577	52,500	(30,077)	7,500	7,500	7,500	7,500	7,500	120,077	1.65%
63000:Consulting	SC328 CTE Services	0	0	86,000	42,000	0	0	0	0	0	128,000	127,000	(1,000)	0	0	0	0	0	128,000	1.76%
63100:Educational Services - Add On	SC364 Curriculum Development	0	0	45,436	53	0	0	0	0	0	45,489	37,055	(8,434)	0	0	0	0	0	45,489	0.63%
63100:Educational Services - Add On	SC370 Student Record Services	0	605	0	7,864	0	0	0	0	0	8,468	0	(8,468)	0	0	0	0	0	8,468	0.12%
Total Student Programs		**(17,237)**	**45,705**	**163,815**	**73,423**	**18,745**	**29,432**	**53,132**	**26,565**	**(26,567)**	**367,015**	**372,175**	**5,161**	**26,565**	**40,815**	**28,565**	**40,818**	**175,672**	**679,450**	**9.36%**
Total Expenses		**841,992**	**656,265**	**690,433**	**644,014**	**459,819**	**575,102**	**490,738**	**440,320**	**(50,418)**	**4,358,363**	**4,519,504**	**161,141**	**447,709**	**484,613**	**453,434**	**462,198**	**843,184**	**7,049,501**	**97.16%**
Excess Revenue		**1,971,384**	**229,448**	**4,636**	**49,406**	**223,228**	**45,876**	**(345,541)**	**(287,324)**	**(58,218)**	**2,178,437**	**1,587,832**	**590,605**	**(200,505)**	**(379,910)**	**(348,731)**	**(357,496)**	**(685,580)**	**206,216**	**2.84%**

Outstanding Credit Card Balance as of 01/31/2026 - $0

Company for Financial Reports **Options For Youth - San Gabriel, Inc.**

Period **FY 2025/26 - January 2026**

Threshold

1% of YTD Total Expenses = 43,584

Ledger Account	Revenue / Spend Category	Year to Date Actuals	YTD Budget	YTD Variance	Comments
50000:Certificated Salaries & Wages		1,345,938	1,401,266	55,327	Reforecasted in October.
51600:Non Certificated Stipends		63,915	0	(63,915)	Credit Enrichment and Semester 1 Incentives not budgeted.
57000:Certificated Vacation Expense		(15,946)	28,847	44,792	Based on Actual employee activity.
70640:Materials	SC160 Tech Materials - Laptop	(55,512)	5,000	60,512	AllTech Invoice for 2 Lenovo Thinkpads (SINV-00389785)

Options For Youth - San Gabriel, Inc.

Balance Sheet

FY 2026 - As of January 2026

Ledger Account	Current YTD
10000:Cash	2,833,125
12000:Accounts Receivable	2,700
11000:State Receivables	5,149,110
16500:Prepaid Expenses	103,070
15000:Fixed Assets	838,340
15500:Accumulated Depreciation	(691,294)
19700:Right-of-Use (ROU) Asset - Operating	1,141,180
19701:Right-of-Use (ROU) Accum Amort - Operating	(425,199)
Total Assets	**8,951,031**
20000:Accounts Payable	712,097
24000:Accrued Expenses	1,135,611
21000:Deferred Revenue	1,473,312
21700:ST Lease Liability - Operating	202,772
26700:LT Lease Liability - Operating	548,501
Total Liabilities	**4,072,293**
30000:Retained Earnings	2,178,437
30500:Retained Earnings - Prior Year	2,700,300
Total Net Assets	**4,878,737**
Total Liabilities and Net Assets	**8,951,031**

Options for Youth - San Gabriel, Inc.

Cash Forecast

Blue = Actual

	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26
Beginning Balance	2,360,110	2,855,750	2,931,162	2,783,294	2,853,666	2,704,745	2,287,244	2,688,412	2,400,013	2,123,324	2,087,434	2,108,571
Cash Inflows	934,799	550,967	356,735	572,143	331,066	331,066	1,153,135	277,608	371,398	758,158	455,927	455,927
Cash Disbursements	439,160	475,555	504,603	501,771	479,987	748,566	751,967	566,007	648,087	794,047	434,790	548,321
Ending Balance	2,855,750	2,931,162	2,783,294	2,853,666	2,704,745	2,287,244	2,688,412	2,400,013	2,123,324	2,087,434	2,108,571	2,016,178

Restricted Funds Summary (Incl. in Cash Bal.)	**Apportioned Amount**	**Funds Received to Date**	**Balance of Funds Remaining**	**Date Funds to be Spent By**
Educator Effectiveness - CC095	162,438	162,438	128,490	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	892,193	892,193	818,795	6/30/2028
Arts, Music and Instructional Material Block Grant - CC134	361,800	361,800	261,101	6/30/2026
FY23/24 Prop 28 Arts and Music in Schools - CC144	57,916	57,916	54,569	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	18,937	46,185	6/30/2028
Student Support and Professional Development - CC157	153,479	115,109	153,479	6/30/2029
Total	**1,899,945**	**1,827,446**	**1,541,445**	

3-month Cash Need	**1,996,441**
Cash Reserve	**(682,137)** - Need to build cash reserve.

Cash Out Average

1 month	665,480
2 months	1,330,961
3 months	1,996,441

C. Action Item(s)

C.1 OFY-SG Material Revision to the 2024-2027 Local Control Accountability Plan ("LCAP")

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

March 2026

Agenda Item: OFY-SG Material Revision to the 2024-2027 Local Control Accountability Plan ("LCAP")

Purpose: The Board will review and consider approval of the OFY-SG Material Revision to the 2024-2027 Local Control Accountability Plan ("LCAP"). The material revision corrects errors identified in the Action Tables related to Local Control Funding Formula funding projections and updates the LEA contact information to reflect recent leadership changes.

Background: Local Educational Agencies (LEAs) are required to develop, adopt, and annually update a three-year LCAP using the template adopted by the California State Board of Education (SBE). Accurate LCAP documentation ensures alignment of planned actions, services, and LCFF funding.

The material revision presented includes:

- Corrected LCFF Base, Supplemental, and/or Concentration Grant amounts in the 2025–26 Expenditures Tables;
- Updated LEA contact information due to a change in leadership.

No changes were made to the adopted goals, actions, or intended services as part of this material revision.

Fiscal Impact: No change to the overall LCFF funding allocation; this item reflects a technical correction to funding projections.

Superintendent's Recommendation: Y

Proposed Motion: Motion to approve the OFY-SG Material Revision to the 2024-2027 Local Control Accountability Plan ("LCAP").

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Options For Youth San Gabriel

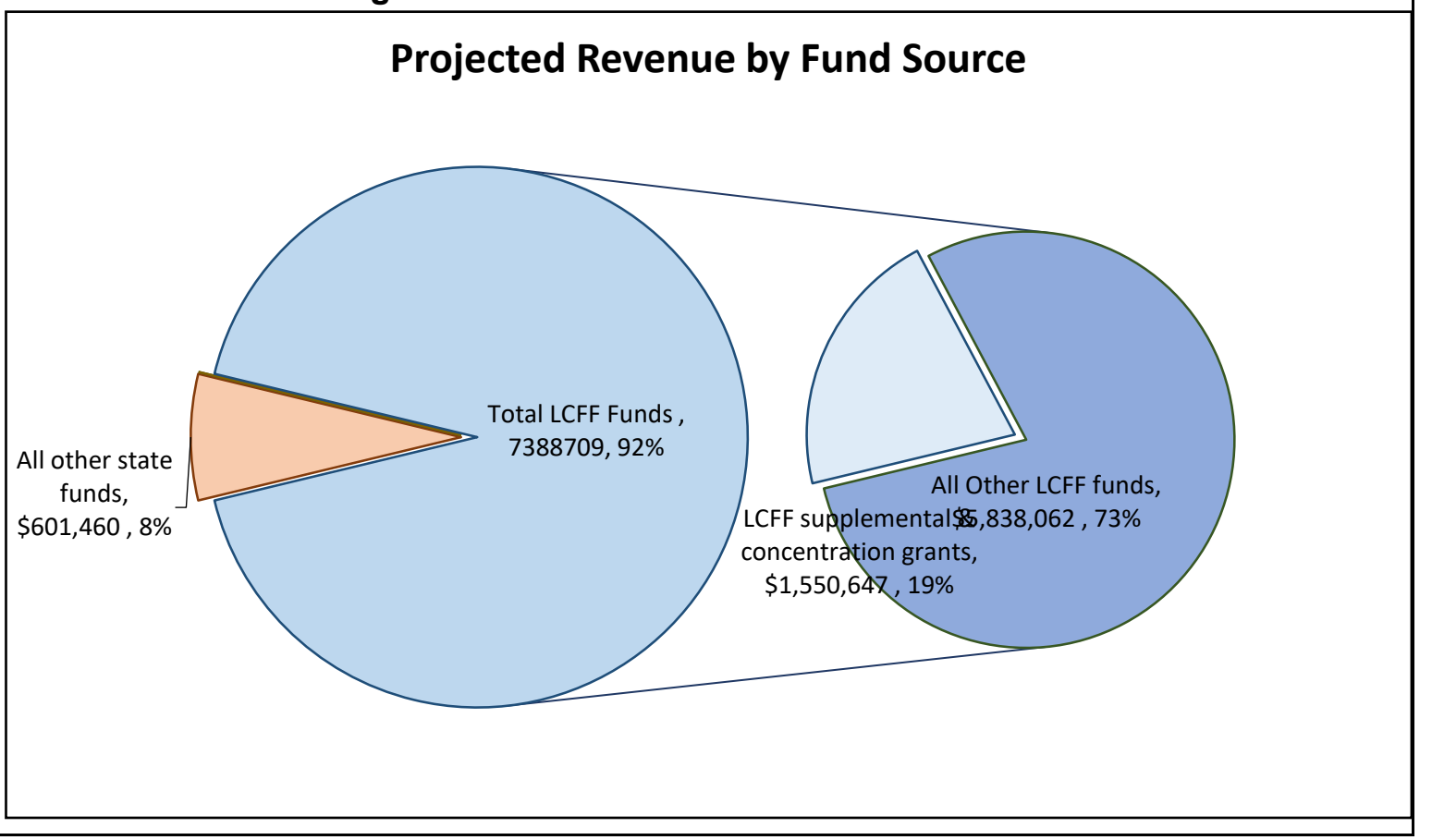
CDS Code: 19-75291-1996016

School Year: 2025-2026

LEA contact information: Megan Betry, Principal mbetry@ofy.org, (626) 720-7165

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

Budget Overview for the 2025-2026 School Year

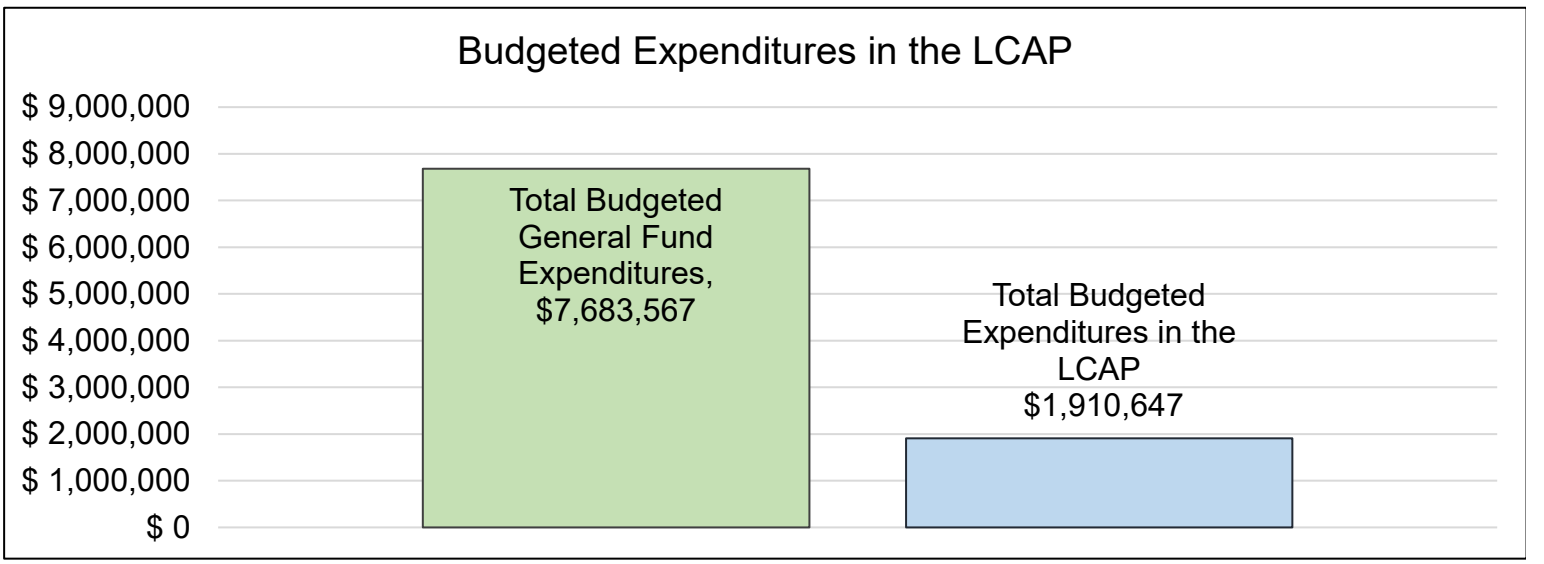


This chart shows the total general purpose revenue Options For Youth San Gabriel expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Options For Youth San Gabriel is $7,990,169.00, of which $7,388,709.00 is Local Control Funding Formula (LCFF), $601,460.00 is other state funds, $0.00 is local funds, and $0.00 is federal funds. Of the $7,388,709.00 in LCFF Funds, $1,550,647.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Options For Youth San Gabriel plans to spend for 2025-2026. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Options For Youth San Gabriel plans to spend $7,683,567.00 for the 2025-2026 school year. Of that amount, $1,910,647.00 is tied to actions/services in the LCAP and $5,772,920.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

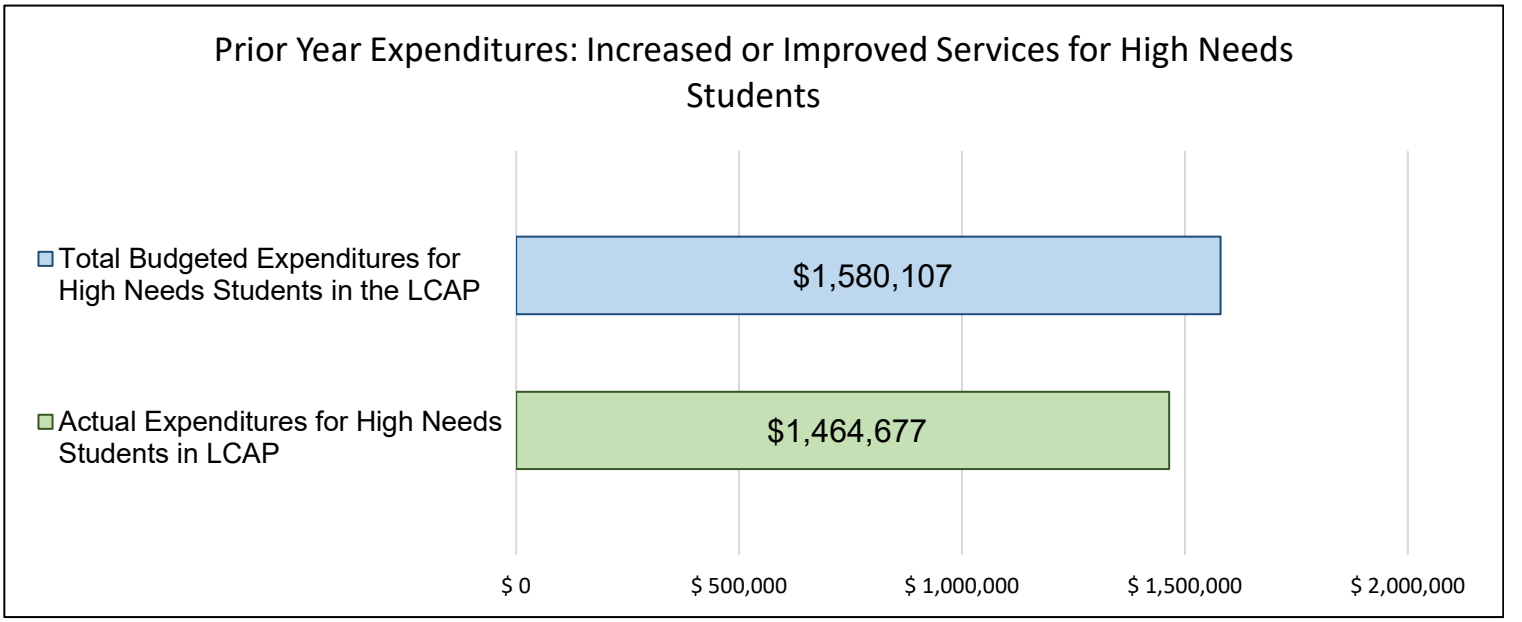
To ensure smooth operations, the General Fund covers several key expenses not outlined in the LCAP. In 2025–26, this includes items such as business operations staff salaries, lease payments, materials and supplies, regulatory fees, and overhead costs associated with school management and district administration.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-2026 School Year

In 2025-2026, Options For Youth San Gabriel is projecting it will receive $1,550,647.00 based on the enrollment of foster youth, English learner, and low-income students. Options For Youth San Gabriel must describe how it intends to increase or improve services for high needs students in the LCAP. Options For Youth San Gabriel plans to spend $1,550,647.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-2025



This chart compares what Options For Youth San Gabriel budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Options For Youth San Gabriel estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-2025, Options For Youth San Gabriel's LCAP budgeted $1,580,107.00 for planned actions to increase or improve services for high needs students. Options For Youth San Gabriel actually spent $1,464,677.00 for actions to increase or improve services for high needs students in 2024-2025. The difference between the budgeted and actual expenditures of $115,430.00 had the following impact on Options For Youth San Gabriel's ability to increase or improve services for high needs students:

As of the end of the third quarter (March 2025), expenditures for high needs students total $1,464,677.16 out of the $1,580,107.00 budgeted in our LCAP. This figure reflects spending for the first three quarters of the academic year.

While current expenditures are slightly below the anticipated amount, this variance is attributed to the scheduled timing of certain planned activities, services, and staffing costs occurring in the final quarter (June 2025). Importantly, this delay in spending has not impacted the quality or availability of actions and services provided to high needs students to date.

We remain committed to ensuring that all planned improvements and support services are fully implemented. The remaining funds are expected to be utilized in accordance with the planned timeline, and we anticipate meeting the full budgeted amount by the end of the academic year. Our goals for supporting high needs students remain on track, and all intended outcomes are expected to be achieved.

Local Control and Accountability Plan

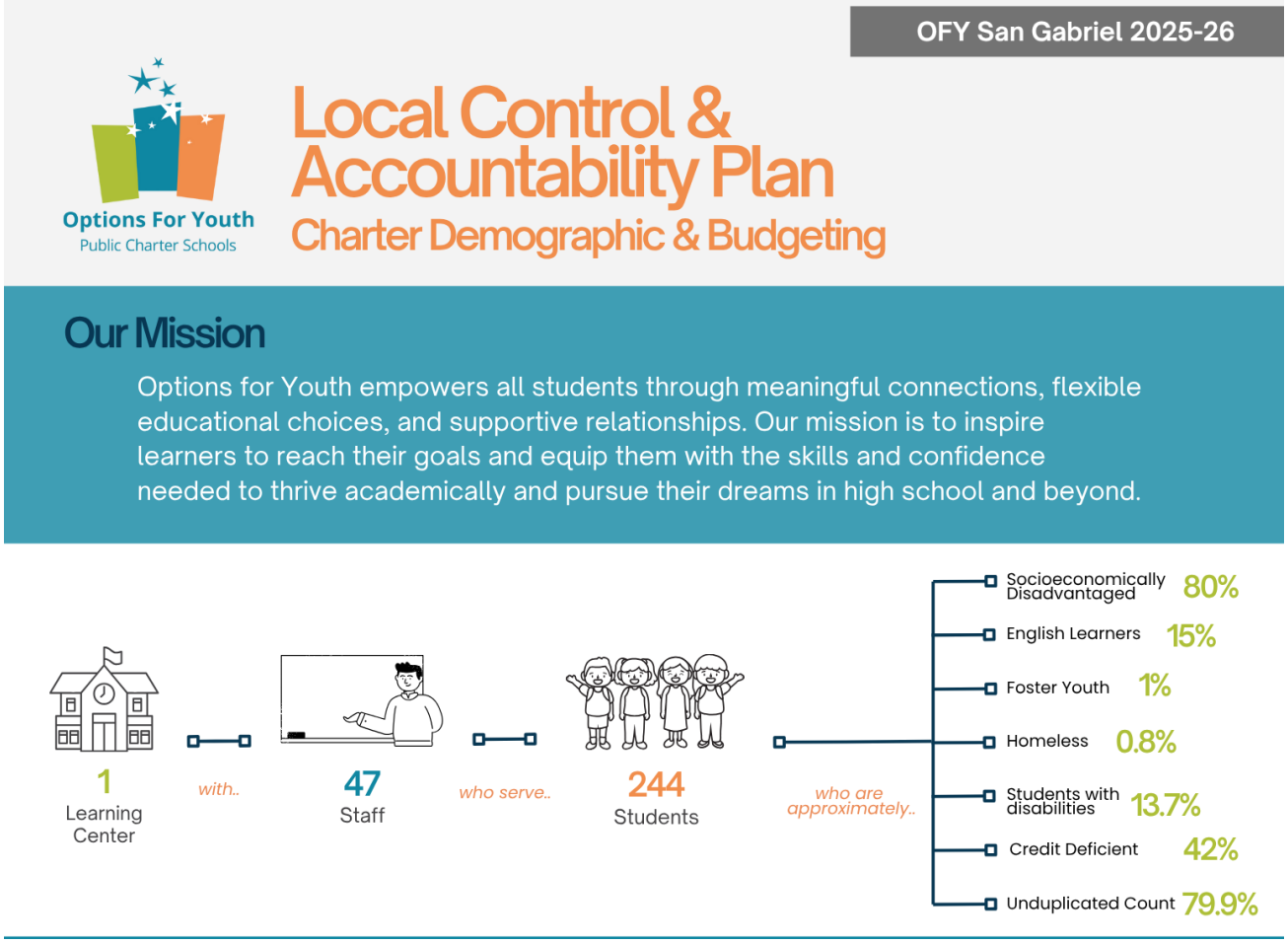
The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Options For Youth San Gabriel	Megan Betry, Principal	mbetry@ofy.org, (626) 720-7165

Plan Summary 2025-26

General Information

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



Educational Philosophy
Options for Youth (OFY) is a network of charter schools dedicated to providing quality educational opportunities for all students, regardless of background. Our approach centers on student empowerment, individualized support, and creating safe, nurturing learning environments that foster both academic and personal growth. We believe that education is a vital tool for societal advancement, shaping students into self-motivated, competent, and lifelong learners who contribute meaningfully to their communities.

Our instructional model is student-centered, equitable, and rigorous, designed to accommodate diverse learning needs. By integrating flexibility, collaboration, and responsiveness into our teaching methods, we ensure that each student receives the personalized support necessary to achieve academic success and credit progression.

Educational Program
Options for Youth San Gabriel is a single-site charter school with an Online Program component, located in the city of San Gabriel. The school serves approximately 250 students in grades 7–12, with enrollment fluctuating throughout the academic year due to its open enrollment policy. The student body includes a diverse population of students between the ages of 12 and 22.

OFY-San Gabriel attracts students for various reasons, including the opportunity for accelerated progress, a smaller learning environment, flexible scheduling, individualized attention, and multiple learning modalities offered within its blended program. Our model allows students and their families to actively participate in selecting the learning format that best supports their post-secondary goals.

Comprehensive Learning Experience
OFY-San Gabriel collaborates with the District to provide a proven, effective educational alternative for high-risk youth who may not thrive in traditional school settings. We serve at-promise students through a flexible blended learning model, incorporating a strong social-emotional curriculum and a high level of one-on-one teacher interaction. Our well-qualified educators deliver rigorous, differentiated instruction, early academic intervention, and an extended school year of 240 instructional days to maximize student success.

Educational Services
Recognizing that at-promise students often face academic, social, and emotional challenges at higher rates than their peers, OFY-San Gabriel is committed to providing targeted support that fosters both academic achievement and personal growth. Many of our students have experienced significant setbacks, skill gaps, or disconnection from traditional schooling due to academic and non-academic factors.

As an alternative educational option, OFY-San Gabriel prioritizes a holistic approach, addressing both academic and socio-emotional needs through personalized attention. Our goal is to equip students with the necessary skills and resources to succeed in school, graduate, and pursue their future aspirations.

Lifelong Learners
OFY-San Gabriel believes that a well-educated individual in the 21st century is a lifelong learner equipped with essential academic and non-academic skills. We aim to develop students who:

- Comprehend and analyze grade-level texts
- Communicate effectively in both oral and written formats

- Apply mathematical concepts to real-world problem-solving
- Understand the scientific method and its practical applications
- Exhibit initiative, adaptability, leadership, and accountability in their personal and professional lives

Strategic Use of Learning Recovery Emergency Block Grant (LREBG) Funds
In addition to LCFF and other state and federal funding sources, OFY-San Gabriel will utilize Learning Recovery Emergency Block Grant (LREBG) funds to implement learning recovery initiatives. These initiatives focus on supporting academic learning recovery and promoting the social-emotional well-being of students and staff.

Established in response to the COVID-19 pandemic, the LREBG provides one-time funding through the 2027–28 school year to assist schools in long-term recovery efforts. OFY-San Gabriel's strategic plan for using these funds to improve student outcomes in the 2024–25 school year is outlined in this LCAP plan.

Reflections: Annual Performance

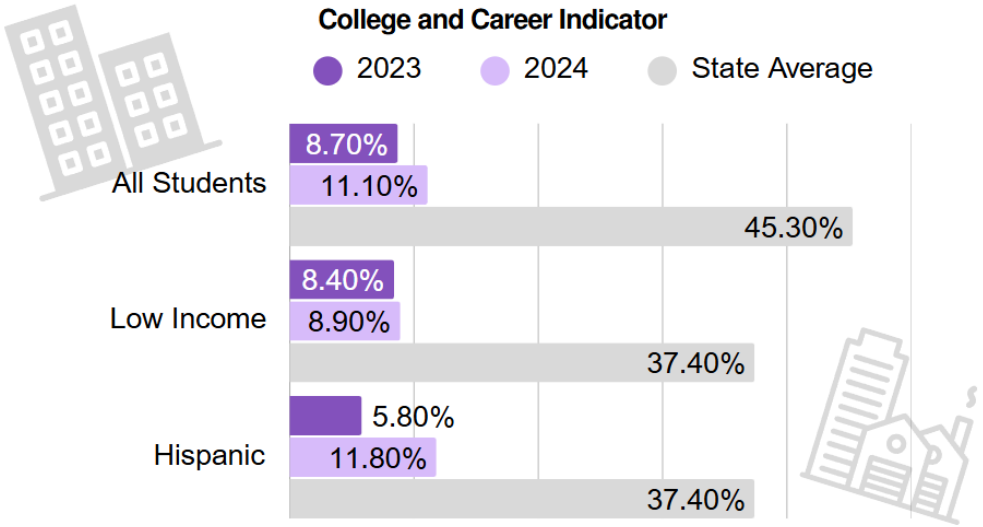
A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

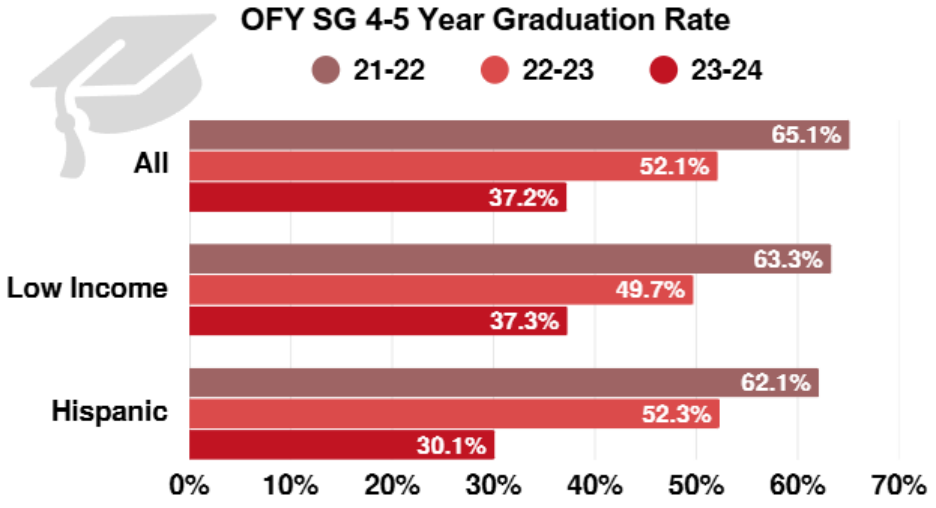
Based on our data from the years 2021-2024, our charter has demonstrated significant achievements across various key metrics. Our English Learner (EL) reclassification rates have consistently surpassed 75%, a remarkable improvement from our initial baseline of 37.5%. This notable increase reflects the effectiveness of our educational programs in facilitating language proficiency among our students. Additionally, our Lexile scores have shown steady growth, consistently exceeding our predetermined goals and indicating substantial academic progress among our EL student population showing a 96.29-point gain within the last 2 years with our 3-year outcome goal is to maintain or exceed a 56-point gain. Further success is proven with 70.6% of our EL students making progress towards English language proficiency. Furthermore, our charter has consistently delivered above the benchmark of 5 core courses per subject annually, underscoring our commitment to providing a comprehensive and rigorous curriculum. Additionally, our dual enrollment continues to increase within this 3-year LCAP plan with last year having 33 students completed a College Credit Course exceeding our 8-student annual goal. Such programming helps to increase college and career awareness and supports our charter initiative towards increasing positive results on our California dashboard indicator. In the areas of school safety and connectedness, our goal is to maintain or increase the percentage of students and parents reporting a sense of belonging and safety, as reported on all educational partner surveys. We have maintained above a 90% of students and parents reporting a sense of belonging and safety annually through Educational Partner engagement survey, proving our set actions for this LCAP cycle to show effectiveness through our parent engagement strategies. These achievements underscore our dedication to academic excellence, student success, and continuous improvement, positioning our company as a leader in the education sector.

Following the outcomes revealed by the Fall 2023 California Dashboard, OFY San Gabriel attained a red or very low rating in the performance indicators of Graduation Rates and College/Career, as illustrated in the accompanying infographic.
Several contributing factors have been identified, including a lack of comprehensive career and technical education (CTE) courses, need to increase support for senior cohorts, and need for increased exposure to post-secondary opportunities. To address these challenges, our LCAP outlines a strategic plan aimed at enhancing student success and improving these performance indicators. By expanding our CTE

course offerings, we aim to provide students with relevant skills and experiences that prepare them for various career pathways. Additionally, through targeted support programs for senior cohorts, we intend to increase graduation rates by providing necessary resources and guidance to ensure their successful transition to post-secondary education or the workforce. Furthermore, our plan includes initiatives to increase exposure to post-secondary opportunities through partnerships with local colleges, universities, and businesses, thereby equipping students with the knowledge and resources needed to pursue higher education and career pathways aligned with their interests and goals. In response, the charter has formulated specific focus goal(s) and corresponding actions to enhance student outcomes related to the aforementioned indicators. These initiatives will be in effect until the conclusion of the 2024-27 LCAP cycle.

Goal 2, Action 1-Postsecondary Advancement Programs
Goal 2, Action 2 -College credit course enrollment
Goal 2, Action 3-CTE Program Enhancement for Improved Graduation and Readiness Outcomes
Goal 2 Action 4-Enhancing Student Readiness with Comprehensive Post-Secondary Events





Upon review of the 2024 CA Dashboard and local data, OFY San Gabriel has determined its areas of strength as the following:

English Language Arts – Orange Performance Level
ELA performance decreased by 6.4 points, changing the overall status to 20.3 points below standard. Subgroup data highlights:

- Socioeconomically Disadvantaged: 33.2 points below standard (↓ 17.5 points)
- Hispanic: 23.2 points below standard (↓ 16.6 points)

Mathematics – Orange Performance Level
Mathematics performance maintained 2.9 points, yet remains 103.6 points below the standard, signaling the need for sustained intervention and support. Subgroup data highlights:

- Socioeconomically Disadvantaged: 114.8 points below standard (= -2.4 points)
- Hispanic: 110.2 points below standard (= -1.3 points)

Graduation Rate – Red Performance Level
With 37.2% of expected students graduated, there was a decline of 14.9%, increasing graduation rates remains a top priority. Decline in graduation rates is visible amongst the following subgroups:

- Hispanic: 30.1% graduated (↓ 22.2%)
- Socioeconomically Disadvantaged: 37.3% graduated (↓ 12.4%)

College/Career Readiness – Yellow Performance Level
With 11.1% of students identified as prepared, the College/Career Indicator increased by 2.4% from the previous year. While overall improvement is evident, disparities remain among key subgroups, requiring continued intervention and support.

- Hispanic: 11.8% prepared (↑ 6.0%)
- Socioeconomically Disadvantaged: 8.9% prepared (↑ 0.5%)
- Students with Disabilities: 5.6% prepared (↑ 5.6%)
- English Learners: 0.0% prepared (↓ 13.3%)
- Long-Term English Learners: 0.0% prepared (↓ 8.3%)
- White: 9.1% prepared (↓ 6.3%)

While Hispanic, SWD, and Socioeconomically Disadvantaged students showed gains, the English Learner and Long-Term English Learner populations saw significant declines, requiring targeted interventions in Dual Enrollment, CTE pathways, and post-secondary planning to ensure equitable access to college and career preparation.

Learning Recovery Emergency Block Grant (LREBG) Fund:
OFY San Gabriel has unexpended LREBG funds for the 2025-26 school year. LREBG funded actions are outlined in Goal 3, Actions 4.

The 2024 California School Dashboard highlights persistent challenges in Graduation Rates, Mathematics, and English Language Arts (ELA) at OFY San Gabriel. To address these critical areas, Learning Recovery Emergency Block Grant (LREBG) funds will be strategically allocated to provide targeted interventions, expanded learning opportunities, and student support services that directly contribute to academic Mia recovery and increased student engagement.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Options For Youth San Gabriel

Support for Identified Schools

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

Options for Youth - San Gabriel (OFY-SG) has been identified for Comprehensive Support and Improvement (CSI) for the 2024-25 academic year. In response, the LEA is committed to reflecting on current practices and making necessary program adjustments to enhance student outcomes. Our primary objectives include increasing the graduation rate, improving Math performance, and strengthening College and Career preparedness. Based on the latest data, OFY-San Gabriel's three-year graduation rate average is 51.5%, reflecting a 14.9% decrease from 2022-23 to 2023-24. Given this decline, our focus will be on implementing targeted interventions to improve student retention and graduation outcomes. As part of our reflection process, we will share the Fall 2023 California School Dashboard performance data with all educational partners and collaboratively establish program goals based on key indicators such as Math SBAC scores, chronic absenteeism, and graduation rates. The LEA has integrated its CSI Plan into the 2024-27 Local Control and Accountability Plan (LCAP), ensuring alignment between CSI focus areas and LCAP priorities. Feedback from educational partners was gathered through a comprehensive survey conducted each semester and through various engagement events throughout the year.

The development of OFY-San Gabriel's 2024-25 SPSA/CSI Plan/LCAP was informed by the findings of the new Comprehensive Needs Assessment (CNA) and input from the Parent Advisory Committee. To meet or exceed the 68%-70% graduation rate target, we will continue to assess and refine instructional practices and student retention strategies across all grade levels. Additionally, OFY-San Gabriel is committed to positively impacting our 4- and 5-year graduation rate, 37.2% as reflected on the California School Dashboard. The LEA's updated CSI Plan was formulated alongside the 2024-27 LCAP, utilizing insights from the Fall 2024 California School Dashboard, the 2024-25 Comprehensive Needs Assessment, and internal data analysis. This plan includes identifying and implementing Evidence-Based Interventions (EBIs) and addressing resource inequities to support student success. By integrating the goals, metrics, and actions outlined in the LCAP, we ensure a cohesive approach that aligns with the Single Plan for Student Achievement (SPSA).

The 2025-26 CSI Plan will reflect updated implementation strategies and outcome data based on the most recent CNA findings. All data charts will be revised accordingly to guide ongoing improvement efforts.

LCAP goals that align to our SPSA/CSI/LCAP focus areas are as follows:

1. Grate Rate 4th-5th year Grad Rate for the LEA has significantly decreased in 23-24 compared to previous years due to current state measure changes; LEA will have an increased focus towards interventions and initiatives in this area.

2. College and Career Indicator: Increase College and Career Readiness indicators, encouraging dual enrollment at nearby community colleges for college credit, enrolling students in more CTE pathways, increasing SBAC scores and identifying apprenticeships for students (especially our Hispanic students and FRMP).

3. SBAC Math and ELA: Increase supplemental ELA and Math Support through new curriculum and enrichment courses, additionally incorporating evidence-based intervention programs that show best effective results (Freckle, etc.).

Comprehensive Needs Assessment Findings:
The Educational Partner group followed a data dive protocol to facilitate a productive dialogue about the school data highlighted above. The following observations were noted based on the data:

College & Career Indicators and A-G Completion & Participation:
-Overall enrollment has decreased from 2023 to 2024 (from 558 to 338)
-Increase in % students participating in A-G from 2022-2023 to 2023-2024 (58.1% to 75.4%)
-Overall, prepared students increased from 22-23 (8.7%) to 23-24 (11.1%), increase of 2.4%
-2023 to 2024, our percentage of students approaching prepared decreased except for ELL students (EL increased by 3.8%)
-Overall, A-G participation rates are around 70+% in 2024, but A-G completion rates for the same year are around 20%
-Higher grade levels have lower participation percentage.
-Examples in 2024:
    -9th: 96.7%
    -10th: 85.9%
    -11th: 67.9%
    -12th: 51.7%
-Students with disabilities A-G Participation: 2022-23: Only 44.4% participating, 23-24 increased to 75.9% participation; increased by 31.5%.
-Foster Youth A-G completion increased from 0.0% to 25.0% during 2022-2023 to 2023-2024 school year.
-Homeless A-G participation increased from 2022-2023 (24.1%) to 2023-2024 (72.7%)

EL/LTEL (Credit Attainment, MSP, RenStar, Core Course Completion):
-Core course completion fluctuated between 6.0 and 8.0 for all years.
-Progression for ELL students in the current year is in the 90% range, whereas in 23/24, the average was around 80%.
-Attainment in 23/24 was around 20% to 40% and is now between 50% and 70%.
-We noticed that there was no significant change in both core course completion (Math, English, Science, Social Science)
-We observed that EL students are struggling with the core courses and overall participation.
-EL students increased in grade performance from 5.5% in 2022/23 to 9.4% in 2024/25
-Average LTEL has improved.
-Reading level and math has improved/ doubled.
-Lexile growth has decreased each year over the last three years.

-EL Students are completing more than 7 units in mathematics per year.

SBAC Math and ELA, Lexile, Math GLE, Reading GLE:
-ELA: 23-24 the standards met at each grade level declined (% of students)
-ELA: SPED increased measurably in 22-23, but there was not enough data for 23-24.
-ELA: Standards nearly met 23-24, grade levels, 7th and 11th increased while 8th grade significantly decreased.
-ELA: Standards met dropped for 8th grade in the 23-24 school year.
-ELA: 2022 and 2023 for Hispanics, “standards met” was consistent but in 2024 it decreased to 23.53%.
-2024 SY Math: 7th & 8th grade increased in 2024 within standards met, but 11th grade decreased.
-Math: 11th grade went up in standards nearly met & exceeded in 2024.
-FMRP: ELA: 22 & 23 standards met/exceeded went from mid-40%s to 25%
-Math: Standards met decreased in 2023 with 16.03% decreased to 7.14% in 2024.

Graduation Rates, Drop Out Rates, Chronic Absenteeism:
-2021-2024 our SPED students had 24 grads eligible to graduate but only 14 graduated.
-Total grad rate decreased by 15% from the 21-22 school year to the 22-23 school year.
-Our homeless population had a 13.8% decrease in graduate rate from 21-22 school year to 22-23.
-EL students' grad rate went down 21.1% from 21-22 to 22-23 school year.
-Foster students' grad rate increased from 1 student in the 21-22 school year to 6 students in 22-23 school year, a 500% increase.
-Combined 4-5-year grad rate for the 21-22 school year was 65.1%. In the 22-23 school year, combined 4-5-year grad rate declined to 52.1%. But our 1-year grad rate in 2022 was 87.8%.
-Both school years had the same amount of EL grads. 12 graduated in 21-22 school year; that number decreased to 8 for the 22-23 school year.
-FRMP students rate declined 13.7% and our Hispanic students declined 9.8%

Area of Focus: College & Career Indicators and A-G Completion & Participation:
Root Causes:
- A-G participation decreases for higher grade level students because some students come in needing to retake classes they earned a D in, requiring them to finish more credits to complete A-G. They may not want to commit to A-G if that means they have to retake several core courses.
- Increase in A-G participation percentages could be linked to drop in enrollment of students
- A-G Participation/Completion vs % Prepared: this could be because they are only completing A-G and not completing the second component that is required for the student to be considered “prepared”.
- Lower A-G Completion could be because students are expressing a greater interest in attending technical or community college rather than attending a 4-year college, so the A-G completion appears to be additional work that would not benefit them overall.
- Students taking college level courses do not earn credit until they complete the course(s) and units are indicated on an official transcript; until completion, there is no record of work in progress.

Measurable Outcome: *The charter will begin to track starting 9th graders/early 10th graders to have more of an impact with starting these students on A-G and track if there is a higher A-G completion rate compared with students who start high school elsewhere. Counselors will work with 10th graders to get started on CTE Pathways to complete the pathway before graduating.*

Area of Focus: EL/LTEL (Credit Attainment, MSP, RenStar, Core Course Completion):
Root Causes:

- LTELS were only collected starting in 2023-2024
- Students withdraw after 2-3 months due to struggling and wanting to practice more with peers.
- GLE for Reading: students are taking the RenStar with EL Teachers, who are making sure students are not rushing and that students are taking their time and reading questions out loud.
- GLE- Being in the classroom with student's vs on the floor could impact the dedication and improvement in numbers.
- Students could be transferring what they learned in reading testing to math testing since their GLE in math has improved.
- The learning gaps from COVID could be impacting their Lexile Growth.
- The percentage of students with growth in Lexile is decreasing each year, but the GLE in reading for students is increasing each year.
- Credit attainment and progression increase could be because of new EL teacher expectations, accountability, parent/guardian, communication, and IS Teacher (All Educational Partners)

Measurable Outcome: *The Charter will implement Interventions and Achievement chats for students who are falling behind, with all stakeholders. Will be utilizing Freckle/Intervention programs and having students complete work during appointment times.*

Area of Focus: SBAC Math and ELA, Lexile, Math GLE, Reading GLE:
Root Causes:

- Communication approach to our students about the importance of testing.
- Special populations take longer to get back into routines, especially if they were affected (also on a social emotional aspect).
- Interventions were different between the years we are comparing (Exact Path, etc.)
- School is focusing on more resources for Math more so than ELA as we focused on those scores (to improve).
- There are more classes for ELA being offered in our online program.
- Teachers not knowing if our enrichment classes made an impact on student testing.
- Using virtual testing may not be taken as seriously as in-person testing.

Measurable Outcome: *The charter aims to maintain or improve its SBAC Math & English tiers for each student group with our intervention curriculum, Exact Path by providing supplemental ELA and Math Support through new curriculum and practice tests. Additionally, increase student academic engagement participation to help students increase motivation towards academics.*

Area of Focus: Graduation Rates, Drop Out Rates, Chronic Absenteeism:
Root Causes:
Dropout rate: 22-23 to 23-24, dropout rates decreased across all populations with exception of Homeless students
All students decreased from 6% to 2.8%
Combined 4- and 5-year Overall grad rate has decreased:

- 22: 192 participants, 65% grad rate
- 23: 163 students, 52.1% grad rate
- 24: 129 students, 37.2% grad rate.

ELL: Each year, 4- and 5-year grad rates has decreased
- 22: 63.2%
- 23: 42.1%
- 24: 30%

FRMP: Each year, 4- and 5-year grad rates has decreased
- 22: 63.3%
- 23: 49.7%
- 24: 37.3%

SWD: Combined 4- and 5-year Grad rate decreased
- 22: 58.3%
- 23: 47.6%
- 24: 25%

Combined 4- and 5-year total students in grad rate slightly decrease
- 21-22-: 24%
- 22-23: 21%
- 23-24: 20%

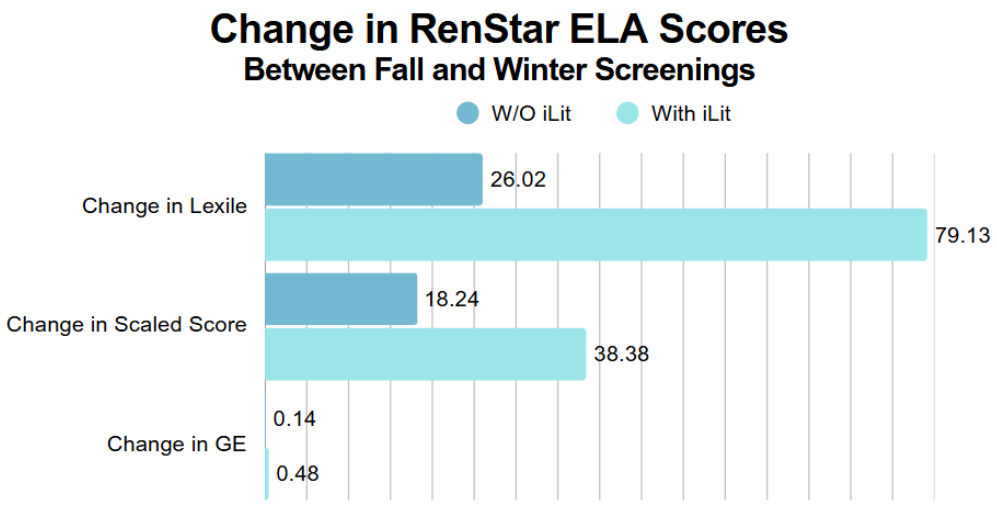
Measurable Outcome: *Charter strives to maintain our overall DASS a one-year graduation rate at or above 68-70% through 2026-27. Charter aims to improve 4-5-year graduation rate status on our California Dashboard by creating graduation cohorts. Additionally, charter aims to decrease middle school chronic absenteeism rates by 10% across all student groups through support of middle school cohorts.*

The following 3 areas of focus will be the charters' priorities in the upcoming school year:
Grate Rate: 4th-5th year Grad Rate for the LEA has significantly decreased in 23-24 compared to previous years due to current state measure changes; LEA will have an increased focus towards interventions and initiatives in this area.

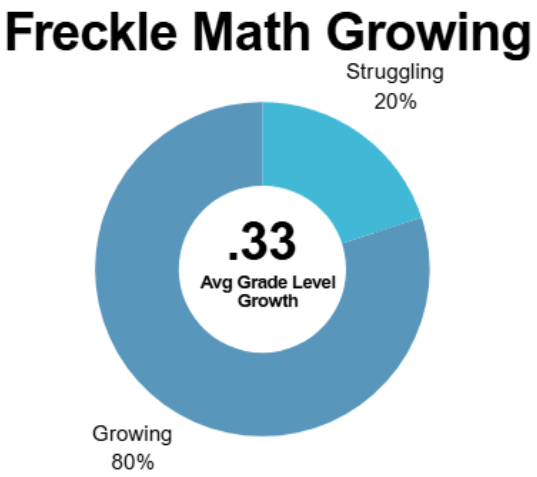
College and Career Indicator: Increase College and Career Readiness indicators, encouraging dual enrollment at nearby community colleges for college credit, enrolling students in more CTE pathways, increasing SBAC scores and identifying apprenticeships for students (especially our Hispanic students and FRMP).

SBAC Math and ELA: Increase supplemental ELA and Math Support through new curriculum and enrichment courses, additionally incorporating evidence-based intervention programs that show best effective results (Freckle, etc.

Data Utilized to conduct our Comprehensive Needs Assessment:
The following quantitative data was gathered and analyzed for the CNA: California Dashboard data, CAASPP data, local assessment data, RenSTAR), College and Career Measures, RenSTAR Reading and Math Results, Evidence Based Interventions (Math & English), graduation rate. Qualitative data gathered for the CNA include Educational Partner surveys and staff feedback.



Freckle Math Intervention:
Student intervention will be determined based on RenSTAR mathematics test results. Teachers and counselors will analyze achievement data for students identified as needing intervention or urgent intervention to develop appropriate support plans. For the 2024-25 school year, the LEA will implement Freckle-Math as the primary intervention tool. Freckle-Math, which is integrated within the RenSTAR testing platform, provides personalized learning paths tailored to each student's specific needs in mathematics. To enhance intervention efforts, students may be scheduled for math enrichment sessions where they will receive targeted support from a Math Intervention Specialist (MIS) or Math tutor. These sessions, conducted one-on-one or in small groups, will guide students through their Freckle learning plans while allowing for direct instruction and individualized assistance. Freckle-Math will pinpoint areas where students need improvement and generate customized learning sequences to help them progress. Math Intervention Specialists and tutors will receive training to effectively lead these sessions and will regularly collaborate to refine best practices. Additionally, math teachers will be trained to integrate Freckle into their classroom instruction, using the platform to address gaps in student understanding. Through a combination of structured interventions and the use of Freckle, our goal is to improve student performance and equip them with the skills needed to succeed in grade-level mathematics.



Educational Partner Involvement Process

Parent Advisory Committee Educational Partner Engagement:
SSC members were nominated and then elected to serve for a one-year term. All members received overview training on the following to ensure robust dialogue and engagement.

- Local Control Funding Formula – Purpose of Supplemental & Concentration Funds
- School Safety Plan
- Requirements for the SPSA - Development, progress monitoring and approval
- Plan development cycle/approval process and timelines
- Local Control & Accountability Plan
- Student data analysis strategies

All agendas and meeting notices were posted to our websites to further encourage participation.
PAC Meeting Dates: 11/14/2024, 3/13/2025, 4/18/2025

Options for Youth - San Gabriel (OFY-SG) is committed to ensuring the inclusion of all Educational Partners in the Local Control and Accountability Plan (LCAP) process. Principals and administrators collaborated to develop Fall and Spring LCAP surveys, administered to students, parents, and staff. Furthermore, they convened regularly with the School Leadership team to deliberate on LCAP goal development and ensure alignment with the diverse needs of all students. EL Specialists, Special Education Specialists, and additional teachers actively participated in LCAP meetings, contributing to the development of metrics and action items tailored to Students with Disabilities (SWD) and English Learners (EL) and Long-Term English Learners (LTEL). LCAP Surveys are conducted biannually to gather feedback from staff, parents, and students, informing the refinement of OFY-SG's educational program and shaping LCAP goals for the upcoming school year. OFY-San Gabriel has proactively engaged Educational Partners through Achievement chats to solicit direct feedback for crafting a comprehensive instructional plan. Teachers have also provided input through center meetings, reflecting on conversations held via phone and Google Hangouts with parents. Some parents have reached out via phone calls, email, and social media to offer feedback and pose questions. We promote ongoing feedback through live interactions such as Google Hangouts, phone calls (for those without internet access), texts, and social media to enhance communication with all Educational Partners continuously. Teachers maintain weekly contact with families to foster an open line of communication, facilitating live feedback, inquiries, and contributions to the overarching plan.

OFY - San Gabriel communicated with families and students via emails, newsletters, and text messages, distributing our educational partner surveys in Fall 2024 and Spring 2025. The survey link was also shared on the school's social media platforms. To ensure accessibility to a wider range of families, surveys for students and parents/guardians were available in both English and Spanish. These feedback surveys remain our primary means of gathering information and maintaining connections with our students and families. Throughout the school year, we emphasize the significance of surveys, providing advance notice of survey releases and encouraging increased participation to enhance feedback quality.

Throughout the academic year, our dedicated staff actively engage in Professional Learning Communities (PLCs). These collaborative forums serve as platforms where significant topics are spotlighted, and collective brainstorming takes place. Following these enriching discussions, we conduct surveys to gather valuable feedback from our teachers. This feedback serves as a compass, guiding our future Professional Development initiatives and shaping the content of subsequent PLCs.
Our PLCs convene a minimum of three times annually, delving into topics related to staff growth and support. We place a strong emphasis on enhancing the student experience, exploring ways to expand and improve it. Additionally, our instructional staff benefit from individualized connections—at least twice a year—where we identify areas for their professional growth. Collaborating with our skilled instructional coaches, we chart a course for progress through observations and post-observation meetings. Reflection is woven into the fabric of our year, providing numerous opportunities for growth. As we prepare for upcoming school years, our staff feels well-prepared and continues to evolve as educators, each tailored to their specific areas of development. Beyond PLCs, we gather additional insights from center meetings and an In-Service held in August, December, and June. Furthermore, we proudly share highlights from our plan with the Parent Advisory Committee (PAC) and our educational partners through digital communication channels.

CNA Educational Partner meeting was held in the 2024-25 school year to discuss needs assessments and resource inequities, and are reviewed annually. Data utilized for CNA and LCAP needs assessment (RenSTAR, California Dashboard and SBAC) are analyzed for program practice improvements at the end of every school year and are also shared with all Educational Partners during parent conferences/Achievement Chats. The comprehensive needs assessment (CNA) had a variety of Educational Partners involved in the process. The positions that were involved in the overall process include: Principals, Assistant Principals, Teachers, SGI Teachers, Post-Secondary Counselor, Special Education Teachers, English Learner Specialist and instructional support staff.

Staff representatives from the Options for Youth - San Gabriel learning centers were involved in the CNA process by collecting data that would enable the LEA to effectively participate in the CNA. Once a sufficient amount of data was collected, the school formed a CNA Committee; included a variety of instructional positions within the LEA, enabling the LEA to hear and receive input from varying perspectives/expertise across the LEA. The committee met in person on January 10, 2025 to review, analyze, and discuss school data. This presented valuable information to help identify root causes, and to also develop measurable outcomes in regards to addressing root causes. After the committee concluded their findings, the information was presented to Administration, and insight from Principals was provided. The CNA findings were also shared with the charter School Site Council feedback.

Resource Inequities Review conducted on February 10,2025
The outcomes of the comprehensive needs' assessment provided us the three areas of focus necessary to address systematic learning needs.

A-G Completion and College & Career Preparedness Disparities
-Higher-grade level students have lower A-G participation rates, likely due to needing to retake courses.
-A-G completion rates are significantly lower than participation rates, suggesting barriers to full completion.
-Hispanic students and FRMP students show lower rates of college and career preparedness.

English Learner (EL) and Long-Term English Learner (LTEL) Challenges
-EL students struggle with core courses and overall participation.
-Lexile growth has decreased over the past three years.
-Credit attainment and progression improvements may not be sufficient to close gaps.

Graduation Rate
-The 4th-5th year graduation rate has significantly declined.
-Homeless students and EL students experienced substantial drops in graduation rates.
-SWD (Students with Disabilities) and FRMP students also saw declining graduation rates.

Chronic Absenteeism and Student Engagement Issues
-Middle school chronic absenteeism remains a major concern.
-Online students show lower participation in college credit, AP courses, and CTE Pathways.

Testing and Academic Performance Disparities
-SBAC scores for certain grade levels (e.g., 8th grade ELA) have declined.
-Special education (SPED) student performance data is inconsistent across years.

We have conducted a thorough analysis of our program and budget, identifying four key areas that require attention to ensure a more equitable distribution of resources. Here is an overview of our plans to address these issues:

A-G Completion and College & Career Preparedness Disparities
Early Tracking & Academic Counseling
We will implement an early identification system to track 9th and 10th graders' A-G progress.
Increase student access to academic counseling to ensure proper course selection and on-track completion.
Provide personalized academic plans to support students who need to retake courses for A-G eligibility.
Strengthen student engagement efforts in AP courses to encourage higher-level learning.

Community College Partnerships
Expand dual enrollment opportunities with local community colleges to provide students with access to college-level coursework.
Create targeted outreach to historically underrepresented students to increase participation in these programs.

Increased Career & Technical Education (CTE) Opportunities
Ensure equitable access to CTE programs for students from diverse backgrounds, including EL and FRMP students.

English Learner (EL) and Long-Term English Learner (LTEL) Challenges

Expanded EL-Specific Instruction & Curriculum Support

Implement evidence-based instructional programs (e.g., iLit, Freckle) to support language development.
Provide targeted small-group intervention sessions focusing on reading comprehension, academic vocabulary, and writing skills.
Increase designated ELD instruction within core content areas to enhance English proficiency while ensuring access to grade-level coursework.

Monitoring & Data-Driven Instruction

Conduct regular Lexile growth and RenStar assessments to track EL/LTEL progress and adjust interventions accordingly.
Use Achievement Chats to provide personalized feedback and progress monitoring for EL students.
Implement teacher training on differentiated instruction strategies to support EL learners in all subject areas.
Implement structured literacy interventions to target declining Lexile growth over the past three years.

Graduation Rates

Early Identification and Graduation Cohort Tracking

Our goal is to establish graduation cohorts to monitor student progress from the 9th grade onward.
Utilize data-driven interventions to identify at-risk students and provide targeted support.
Implement personalized graduation plans for students falling behind in credits.

Expanded Credit Recovery and Intervention Programs

Increase opportunities for students to recover credits through flexible scheduling, online learning platforms, and extended learning options.
Provide additional tutoring, mentoring, and small-group instruction for students struggling in core subjects.

Chronic Absenteeism and Student Engagement Issues

Personalized Attendance Support Plans

Conduct Achievement Chats with students and families to develop action plans for improving attendance.
Establish direct communication strategies for students with excessive absence

Culturally Responsive & Interest-Based Learning

Increase access to electives, clubs, and extracurricular activities to foster student engagement.
Expand student leadership programs to encourage participation and create a sense of belonging

These inequities were identified as having the greatest impact on student outcomes, and the Charter's School Improvement Plans will focus on closing these gaps through targeted interventions, curriculum enhancements, and student support initiatives.

Monitoring and Evaluating Effectiveness

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

To ensure that all Educational Partners remain informed about Option For Youth (OFY) San Gabriel's progress toward achieving the goals outlined in the 2024-27 LCAP/SPSA/CSI Plan, the LEA will implement a structured approach to tracking and evaluating key metrics and actions.

Data collection and Analysis:

- Regular collection of data from multiple sources, including:
  - California School Dashboard outcomes
  - Internal data from RenSTAR Benchmark testing and formative assessments
  - Individual student tracking and documentation
- Implementation of quarterly monitoring cycles to assess the effectiveness of CSI strategies
- Annual analysis of CSI implementation and its impact on student learning outcomes
- Collaboration with Educational Partners to analyze data related to:
  - College and career readiness performance
  - Graduation rates
  - Internal benchmark assessments

Stakeholder Collaboration

- Charter staff will conduct quarterly data reflection sessions to evaluate progress and make necessary adjustments
- The Parent Advisory Committee (PAC) will actively participate in monitoring CSI implementation, providing feedback during meetings held throughout the school year
- Educational Partner engagement events will provide opportunities to review and discuss CSI progress at least once per semester
- Monthly meetings between Post-Secondary School Counselors and school leadership to identify students in need of intervention and ensure timely support
- Annual Comprehensive Needs Assessment, including feedback from Educational Partners, to identify growth areas and refine interventions

Student Progress Monitoring and Interventions

- Continued assessment and implementation of evidence-based interventions to address learning loss and improve student achievement
- Focus areas include:
  - Maintaining or exceeding a 68% graduation rate
  - Reducing Chronic Absenteeism
  - Improving math proficiency through targeted interventions
- Utilization of RenSTAR assessments three times per year to:
  - Measure student growth in mathematics
  - Identify skill gaps and provide individualized interventions
  - Compare student progress nationally and across charter schools
- Senior Tracker implementation to monitor student progress toward graduation and proactively address concerns

Reporting and Capacity Building

- School leadership and staff will compile and share data with Educational Partners quarterly
- The School Board will receive regular reports on CSI progress and outcomes
- Staff will have access to:
  - Monthly intervention trackers
  - Professional development focused on improving CSI metrics and student outcomes
- Parents will be engaged through:
  - Parent Engagement events
  - Semesterly Achievement Chats to enhance their capacity to support student success

Through continuous evaluation and collaboration, Options for Youth San Gabriel remains committed to refining and strengthening its CSI plan to ensure all students receive the support they need to succeed academically and beyond.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Staff (teachers, principals, administrators, other school personnel)	Staff have engaged in multiple opportunities to contribute to the development of the LCAP, including In-Service meetings, bi-weekly center meetings, weekly leadership meetings, department meetings, staff surveys, and LCAP Focus Group meetings. Throughout these meetings, leadership has reviewed the LCAP's plans, actions, and metrics, providing staff with a platform to voice concerns and highlight key areas for improvement in the upcoming LCAP. The LEA conducted in-services and PLC's on the following dates: 8/1/2024, 9/26/2024, 10/24/2024, 4/24/2025 offering dedicated times for collaborative discussion and skill development among staff members. A number of staffs participated in the Comprehensive Needs Assessment and looked at data over the last three school years to identify focus areas, priorities, possible root causes, and measurable outcomes the school could implement to address the needs of our students on 1/10/2025.
Parents/Guardians	Parents/guardians have been encouraged to participate in school events, surveys, and parent teacher conferences. Our parents/guardians were invited to attend Back-to-School-night on August 26,2024 (During these events parents were invited to join our Parent Advisory Committee and other groups such as DELAC.) and our Open House on April 17, 2025. This school year, our school held a semesterly Lion Awards Night to honor and recognize our student accomplishments, where parents/guardians and families were invited to attend on December 17, 2024 and Spring scheduled for May 29,2025. Our Fall LCAP survey was open for parent/Guardian responses from 9/03/2024-10/04/2024. Our Spring School Climate Survey was open for parent/Guardian responses from 01/24/2025-2/17/2025. Additionally, our teachers meet with parents and students every semester for Parent/Teacher Conference that ran 1/06/2025-1/10/2025 and 05/27/2025-6/4/2025. Our parent engagement is fostered through these various avenues, providing opportunities for collaboration and involvement in their child's education and strengthening partnerships with our school towards fostering a supportive and engaged community committed to student success.
Governing Board	The Governing Board meets regularly to discuss charter updates and goals, monitor the progress of the school, school finances including grant plan and spending, review LCAP/SPSA/CSI progress, and discuss the direction of the school. OFY-San Gabriel conducted board meetings on the following dates: September 19, 2024, December 3, 2024, January 24, 2025, April 10, 2025, May 22, 2025 and June 27, 2025.

PAC	The Parent Advisory Committee met on the following dates 11/14/2024, 3/13/2025, 4/18/2025. During these meetings, school leadership presented LCAP progress updates on our metrics, actions, and allocations and asked for feedback from the committee on ways to improve in areas needing improvement. The PAC meetings have created further awareness regarding our extracurricular activities. By enhancing our avenues of communication with multiple modalities of communication regarding our educational outings, athletic programs, and activities has helped to increase engagement. Parents and students continue to request the increase of CTE courses, college preparation paths and increased extracurricular workshops. LEA will continue to expand access to CTE courses and college preparation pathways, and enhance extracurricular workshops to better support student engagement and success.
Authorizer/SELPA	The SELPA Consultation: OFY-San Gabriel presented the 2025-26 LCAP to the SELPA on 4/16/2025. During the March 27th oversight visit, San Gabriel underwent its annual review, during which authorizers observed various instructional activities, including small group instruction, English Learner (EL) intervention, and Independent Study appointments. They also reviewed curriculum and Special Education (SPED) files. Observers noted the classrooms' strong focus on instruction and high academic standards for all students, as well as the availability of student support services. Additionally, they highlighted the importance of providing comprehensive support for EL students to improve graduation rates within this demographic.

Insert or delete rows, as necessary.

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

The development of the LCAP was directly shaped by valuable input from our educational partners—parents, students, and staff—gathered through surveys, focus groups, and advisory committee meetings. These insights helped identify key student and staff needs, guiding our focus toward improving student outcomes, enhancing academic support, and fostering a strong sense of school connectedness.

Each LCAP goal was influenced by this engagement process:

Goal 1: Targeted Support for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged Students
Based on feedback from staff and the Parent Advisory Committee (PAC), the charter identified a need to strengthen support for English Language Learners (ELLs), Long-Term English Learners (LTELs), Students with Disabilities (SWD), and Socioeconomically Disadvantaged students. To address this, the charter developed a specialized English Language Development (ELD) course tailored for LTELs, distinct from other English learner programs. This course focuses on writing, academic vocabulary, active engagement, and oral language skills, incorporating College Board and AVID strategies to enhance study skills and learning strategies. These efforts aim to ensure equitable access to rigorous instruction and improve academic outcomes for targeted student groups.

Goal 2: Expanding Course Offerings and Postsecondary Preparation
Educational partner feedback, including the LCAP Fall 2023 survey, highlighted the need for a more engaging and robust curriculum that

better prepares students for post-secondary success. With only 43.48% of students expressing interest in their courses of study, the charter expanded access to college credit and Career Technical Education (CTE) courses. Particular emphasis was placed on Hispanic and Socioeconomically Disadvantaged students, who were identified on the California Dashboard as performing at the lowest levels. These initiatives aim to enhance student engagement, provide meaningful career pathways, and ensure equitable opportunities for all students to pursue higher education and career success.

Goal 3: Strengthening School Connectedness and Educational Partner Engagement.
In response to low levels of parent participation and engagement—evidenced by a 16.21% response rate on the Spring 2024 School Climate Survey and only 43.90% of parents attending school activities—the charter prioritized strengthening school connectedness and educational partner involvement. New initiatives, such as Parent Engagement events and Achievement Chats, were introduced to improve communication, foster a sense of belonging, and encourage greater collaboration between families and the school. These efforts aim to create a supportive environment where students, parents, and staff feel valued and actively engaged in the educational process.

The development of the LCAP reflects a collaborative approach, ensuring that all initiatives align with the unique needs of students while addressing key concerns raised by educational partners. By actively engaging with parents, students, and staff, Options for Youth San Gabriel remains dedicated to fostering an educational environment that supports academic achievement, personal growth, and long-term success. Through ongoing evaluation and refinement, the charter will continue to prioritize student-centered improvements driven by stakeholder feedback.

Goals and Actions

Goal

Goal #	Description	Type of Goal
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	Focus

State Priorities addressed by this goal.

Priority 2: Implementation of Academic Standards
Priority 4: Student Achievement
Priority 5: Student Engagement
Priority 8: Student Outcomes

An explanation of why the LEA has developed this goal.

Our recent Comprehensive Needs Assessment (CNA) identified significant achievement gaps among English Learners, Students with Disabilities, Foster Youth, and Socioeconomically Disadvantaged students.

While the latest CA Dashboard data shows a 5.1% increase in the progression in English Learners' toward proficiency, continued focus and support are necessary to sustain and accelerate this growth.

Additionally, math performance remains an area for improvement, with SBAC results showing that 66.3% of students did not meet standards and RenSTAR data indicating that 72.07% of students are performing below grade level.

To address these disparities, the LEA is prioritizing targeted instructional methods, specialized resources, and evidence-based interventions in both ELA and math. This goal is essential to ensuring equitable access to high-quality education, improving reclassification rates for English Learners, and supporting all students in meeting post-secondary success benchmarks by the end of the 2027 academic year. Through consultation with educational partners, including the Parent Advisory Committee (PAC), this goal was identified as a top priority to close achievement gaps and promote long-term academic growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric# 1	Reclassification rates	Internal data Spring 2024: 75% Reclassification Rate	Internal data Spring 2025:: 62.5% Reclassification Rate	Not Applicable until 2026	Annually the charter aims to maintain or increase the EL-eligible student reclassification rate at75% or higher.	9.9% ↓
Metric# 2	SpEd Graduation rates	Fall 2023 CA Dashboard: 47.6%	Fall 2024 CA Dashboard: 25%	Not Applicable until 2026	SpEd students will increase their graduation rate by 3% on the 2027 CA Dashboard.	22.6% ↓
Metric# 3	Math Grade Equivalency	RenSTAR Spring 2024: 0.9 GLE	RenSTAR Spring 2025: 1.6 GLE	Not Applicable until 2026	The average GLE in Math for the all student level will increase by 1.0 annually. This aligns with our objective to advance from an orange rating to a yellow rating in our Math CAASPP performance indicator by the release of the 2027 CA Dashboard.	0.7↑

Metric# 4	LTEL Reading Grade Equivalency	Internal Data All students: 0.95 LTEL: 1.01	Internal Data All students: 1.6 LTEL: 2.0	Not Applicable until 2026	The all student level and LTEL students will have an average GLE increase of 1.0 in reading annually. This aligns with our objective to increase and/or maintain our yellow rating in our ELA CAASPP performance indicator by the release of the 2027 CA Dashboard.	All students: 0.65↑ LTEL: 0.99↑
Metric# 5	ELPI	Fall 2024 CA Dashboard: 52% making progress towards English language proficiency.	Spring 2024 CA Dashboard: 57.1% making progress towards English language proficiency.	Not Applicable until 2026	Maintain our ELPI level of high, at least 55% of English Language Learners making progress on their ELPAC Level by the release of the 2027 CA Dashboard.	5.1%↑

Metric# 6	Local Indicator - Priority 2: Implementation of State Standards	Fall 2023 CA Dashboard: Priority 2: Implementation of State Standards Ratings 1. Professional Development: 5 – Full Implementation and Sustainability ratings for all academic standards 2. Instructional Materials: 5 – Full Implementation and Sustainability ratings for all academic standards 3. Policy & Program Support: 5 –Full Implementation and Sustainability ratings for all academic standards 4. Implementation of Standards: 4 – Full Implementation and 5 – Full Implementation and	Fall 2024 CA Dashboard: Priority 2: Implementation of State Standards Ratings 1. Professional Development: 5 – Full Implementation and Sustainability ratings for all academic standards 2. Instructional Materials: 5 – Full Implementation and Sustainability ratings for all academic standards 3. Policy & Program Support: 5 –Full Implementation and Sustainability ratings for all academic standards 4. Implementation of Standards: 4 – Full Implementation and 5 – Full Implementation and	Not Applicable until 2026	Annually maintain Local indicator - Priority 2 through the self-reflection and review process: 1. Professional Development: 5 – Full Implementation and Sustainability ratings for all academic standards 2. Instructional Materials: 5 – Full Implementation and Sustainability ratings for all academic standards 3. Policy & Program Support: 5 –Full Implementation and Sustainability ratings for all academic standards 4. Implementation of Standards: 4 – Full Implementation and 5 – Full Implementation and	1. Professional Development: Maintained rating 2. Instructional Materials: Maintained Rating 3. Policy & Program Support: Maintained Rating 4. Implementation of Standards: Maintained Rating 5. Engagement of School Leadership: Maintained Rating

		Sustainability ratings for all academic standards 5. Engagement of School Leadership: 5 – Full Implementation and Sustainability ratings for all academic standards	Sustainability ratings for all academic standards 5. Engagement of School Leadership: 5 – Full Implementation and Sustainability ratings for all academic standards		Sustainability ratings for all academic standards 5. Engagement of School Leadership: 5 – Full Implementation and Sustainability ratings for all academic standards	

Goal Analysis for 2024-25

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

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

Majority of the planned actions and services outlined in Goal 1 were fully implemented as intended and identified within the LCAP.

Successes: The LEA was successful in implementation of allocations within Goal 1 although there were a few challenges. We successfully implemented intervention support and instruction for our students with disabilities creating enhanced targeted support towards students IEP's. LEA also successfully implemented EL Individualized Support and Instruction conducting EL-specific assessments (such as ELPAC and Reclassification data analysis) and supporting reclassification rates to maintain or increase our targeted goal by 2027. Additionally, LEA has been successful in the implementation and completion of iLit, and the professional development undertaken by the English Learner Specialists.

Challenges: The LEA experienced some implementation challenges with College Board and AVID techniques to develop and strengthen LTELs' study skills and learning strategies faced several challenges. Many LTEL students required additional support to adapt to these structured approaches, as they were not accustomed to the level of academic rigor and independence these strategies demand. Additionally, limited staff training and familiarity with AVID methodologies initially hindered effective implementation. Time constraints within the instructional schedule also made it difficult to consistently integrate these strategies without taking away from core content instruction. Furthermore, varying levels of student engagement and motivation posed obstacles, as some LTELs struggled with self-discipline and the organizational skills needed to fully benefit from these techniques. Addressing these challenges required ongoing professional development, targeted student support, and adjustments to instructional delivery to ensure that all LTELs could effectively engage with and apply these learning strategies.

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

The charter has no material differences between budgeted and actual expenditures to report.

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

Most of the actions outlined within Goal 1 are proving to show effectiveness based on the LEA's current data and monitoring progress. Latest CA Dashboard data shows a 5.1% increase in the progression in English Learners' toward proficiency. Goal 1 Action 2, 3 & 4 are also proving to show effectiveness towards reaching LEA's desired EL reclassification of 75% annually, currently at 62.5%. We are confident that the goal will be reached by the end of the 2025 school year. Continued focus and support are necessary to sustain and accelerate this growth, the actions relating to SWD goal progress (Goal 1-Action 1) to show success towards our 3 year goal.

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

The LEA will be continuing with the metrics and actions outlined within Goal 1 as they have proven to be effective in working toward meeting our 2026-27 desired outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	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.	$300,000.00	No
Action #2	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.	$67,000.00	Yes
Action #3	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.	$180,000.00	Yes
Action #4	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.	$15,000.00	Yes
Action #5	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.	$70,000.00	Yes
Action #6	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).	$40,000.00	Yes

Action #7	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.	$25,000.00	Yes

Goal #	Description	Type of Goal
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.	Focus

State Priorities addressed by this goal.

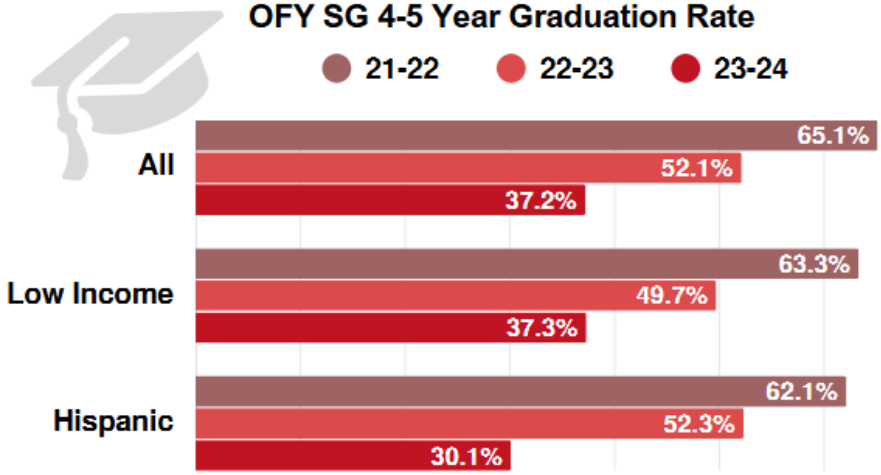
Priority 2: Implementation of Academic Standards
Priority 4: Student Achievement
Priority 5: Student Engagement
Priority 7: Access to a Broad Course of Study
Priority 8: Student Outcomes

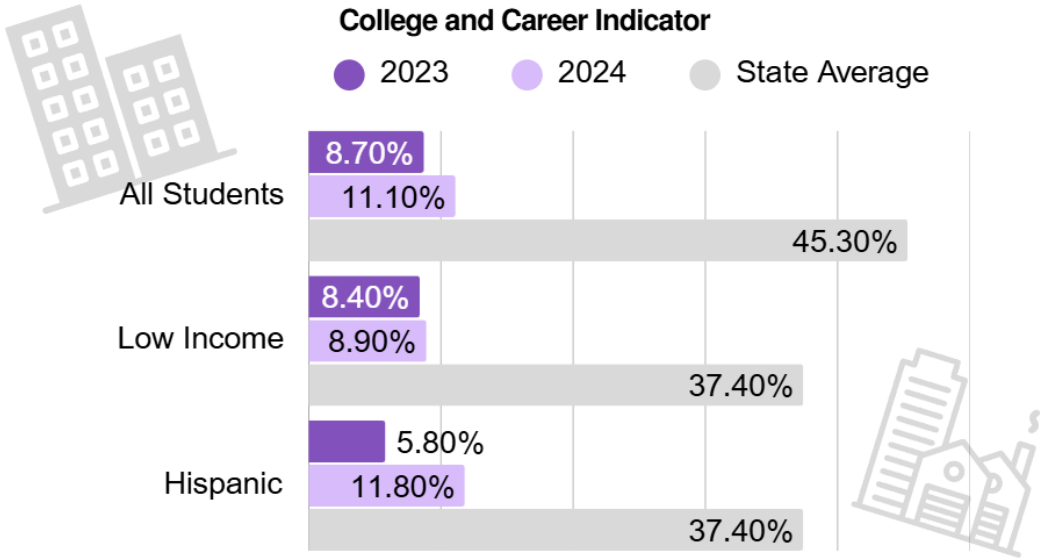
An explanation of why the LEA has developed this goal.

Guided by a comprehensive analysis through our Comprehensive Needs Assessment (CNA), our school has identified key areas for focused improvement, including academic achievement, graduation rates, and addressing opportunity gaps.

The latest CA Dashboard data and internal assessments highlight the need for targeted support, particularly for English Language Learners and socioeconomically disadvantaged students, to ensure sustained academic progress. Root causes identified through stakeholder engagement, including input from teachers, administrators, parents, and community members, emphasize challenges such as gaps in foundational skills upon enrollment, low student engagement in intervention courses, and the need for more experiential learning opportunities to strengthen postsecondary pathways.

To address these gaps, we aim to enhance intervention programs, align curriculum with student needs, and provide hands-on learning experiences that increase motivation and career readiness. Improving graduation rates remains a top priority, as higher rates lead to better preparedness for higher education and the workforce. By aligning our goals with state and local mandates and setting clear, measurable targets, we are committed to equipping all students with the skills and knowledge necessary for long-term success.


OFY SG 4-5 Year Graduation Rate
21-22
22-23
23-24
All
65.1%
52.1%
37.2%
Low Income
63.3%
49.7%
37.3%
Hispanic
62.1%
52.3%
30.1%


College and Career Indicator
2023
2024
State Average
All Students
8.70%
11.10%
45.30%
Low Income
8.40%
8.90%
37.40%
Hispanic
5.80%
11.80%
37.40%

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric# 1	A-G Completion The charter will strive to Increase the percentage of students meeting A-G requirements, allowing for expanded postsecondary opportunities. (graduating A-G)	Fall 2023 CA Dashboard: All Students: 66.7% Hispanic: 60% Socioeconomically Disadvantaged: 60%	Fall 2024 CA Dashboard: All Students: 76.9% Hispanic: 87.5% Socioeconomically Disadvantaged: 87.5%	Not Applicable until 2026	By maintaining our overall A-G Completion rate of 2% for all students through 2026-27, as well as students with the lowest CCI performance on the CA dashboard.	All Students: 10.2%↑ Hispanic: 27.5%↑ Socioeconomically Disadvantaged: 27.5%↑
Metric# 2	College Credit Courses Increase student enrollment in college credit courses to broaden their exposure to higher education experiences.	Fall 2023 CA Dashboard: All Students: 33.3% Hispanic: 20% Socioeconomically Disadvantaged: 40%	Fall 2023 CA Dashboard: All Students: 38.5% Hispanic: 37.5% Socioeconomically Disadvantaged: 12.5%	Not Applicable until 2026	The charter aims to have 5% of all students complete dual enrollment college classes through 2026-27, as well as students with the lowest CCI performance on the CA dashboard.	All Students: 5.2%↑ Hispanic: 17.5%↑ Socioeconomically Disadvantaged: 27.5%↓
Metric# 3	CTE pathway completion Expand Career Technical Education (CTE) programs to provide students with practical skills and pathways for future careers.	Fall 2023 CA Dashboard: All: 8.3% (1) Hispanic: 0% Socioeconomically disadvantaged: 0%	Fall 2024 CA Dashboard: All: 0% Hispanic: 0% Socioeconomically disadvantaged: 0%	Not Applicable until 2026	By 2027, The charter aims to have 10 students complete a CTE pathway as measured by the CA Dashboard as well as students with the lowest CCI performance on the CA dashboard.	All - 8.3↓ Hispanic - Maintained Socioeconomically disadvantaged - Maintained

Metric# 4	Core Course Credit Completion	Internal Data Spring 2024: All students: ELA - 5.8 Math - 4 Science - 4.9 Social Studies - 3.9	Internal Data Spring 2025: All students: ELA - 7.4 Math - 6.6 Science - 6.8 Social Studies - 8.4	Not Applicable until 2026	The charter strives for 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.	All students: ELA - 1.6↑ Math - 2.6↑ Science - 1.9↑ Social Studies - 4.5↑
Metric# 5	Dass one-year grad rates	Internal Data Fall 2023: 58% Fall 2023 CA Dashboard: N/A	Internal Data Fall 2024: 49.1% Fall 2024 CA Dashboard: 90.6%		By maintaining our overall DASS one-year graduation rate at or above 68-70% through 2026-27, we aim to positively influence our 4-5-year graduation rate status on the California Dashboard, thereby improving our overall performance metric.	Internal Data Fall 2024: 8.9%↓ Fall 2024 CA Dashboard: 90.6% Baseline

Goal Analysis for 2024-25

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

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

All of the planned actions and services outlined in Goal 2 were fully implemented as intended and identified within the LCAP.

Successes: The LEA was successful in implementation of allocations within Goal 2 although there were a few challenges. We successfully implemented Post-Secondary Advancement Programs through the development and implementation of Senior Cohort programming called R.I.S.E.(Resilient Individuals Striving for Excellence). The program is focuses on career exploration, college awareness, and soft skills. LEA has also increased awareness and student involvement towards College Credit Course Enrollment through student activities and announcements. Lastly, through the Enhancing school Readiness through post-secondary activities, such as college tours, college

application workshops and FAFSA workshops, students and parents have been able to understand and navigate the post-secondary decisions.

Challenges: The LEA experienced some implementation challenges with enhancing our Career Technical Education (CTE) programs. Limited course offerings, scheduling conflicts, and a lack of awareness about CTE opportunities often prevent students from fully engaging in programs that align with their interests and postsecondary goals. Our ability to offer hands-on, industry-aligned experiences has also proven to be a challenge. Although this will be a complete first year, we are hopeful that 2025-26 participation will increase and current participants will continue to finish their CTE pathway.

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

The charter has no material differences between budgeted and actual expenditures to report.

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

The Actions outlined within Goal 2 are proving to be effective based on the LEA's current data and monitoring of progress. Actions related to student improving college readiness/preparedness (Goal 2-Action 1, 2 & 4) are proving effective with data towards A-G completion showing an increase of 10.2% for all students and mostly significantly with our Hispanic and Socioeconomically Disadvantaged students increasing 27.5%. The LEA has also shown an increase in College Credit Courses in all students by 5.2% and 17.5% in Hispanic students. The LEA is confident that by the end of 2025 school year, Core Course Completion will be on track towards desired goal progress as students are currently finishing out their school year courses. LEA's Homeless and Foster goal (Goal 2 Action 5) is also proving successful with 88.9% (internal data) of Homeless students participating in A-G graduation track and through resources and post-secondary mentoring can reach completion.

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

The LEA will be continuing with the metrics and actions outlined within Goal 2 as they have proven to be effective in working toward meeting our 2026-27 desired outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Postsecondary Advancement 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 indicators as highlighted on the CA Dashboard, with a particular emphasis on our socioeconomically disadvantaged and Hispanic students.	$165,000.00	Yes
Action #2	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 indicators as highlighted on the CA Dashboard, with a particular emphasis on our socioeconomically disadvantaged and Hispanic students.	$135,000.00	Yes

Action #3	CTE Program Enhancement for Improved Graduation and Readiness Outcomes	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: • 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. 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.	$95,000.00	Yes
Action #4	Enhancing Student Readiness with Comprehensive Post-Secondary Events	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	$77,000.00	Yes

Action #5	Homeless & Foster Youth Services	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.	$40,000.00	Yes

Goal #	Description	Type of Goal
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.	Maintenance of Progress

State Priorities addressed by this goal.

Priority 1: Basic Services
Priority 3: Parent and Family Engagement
Priority 5: Student Engagement
Priority 6: Local Climate Survey

An explanation of why the LEA has developed this goal.

Through ongoing engagement with educational partners such as the Parent Advisory Committee, Open House, Back to School Night, and Achievement Chats, our school has identified a clear need to prioritize school connectedness and engagement. Feedback from students, parents, and staff consistently highlights the importance of fostering a strong relationship between home and school.

Research and survey data confirm that stronger school engagement correlates with improved academic performance, attendance, and retention rates. As such, our focus is on increasing student empowerment and participation from all educational partners.

A specific area identified through surveys is online safety, where students have expressed concerns regarding safe engagement on social media. This aligns with our broader goal of enhancing school climate, particularly in the domain of safety, which includes ensuring clear rules, protection from harm, and supportive environments both on and offline.

By improving the connection between students, parents, and the school community, we aim to foster a safer, more supportive environment that encourages academic success and social development while reducing chronic absenteeism and dropout rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric# 1	Suspension Rates	Fall 2023 CA Dashboard: 0% suspended	Fall 2024 CA Dashboard: 0% suspended	Not Applicable until 2026	The charter will strive to maintain annual suspension rates at or below 1.5%.	Maintained 0% suspended
Metric# 2	School Climate Survey	Spring 2024 School Climate Survey: Online Safety Response Medians • Student Group: 3.5 Median Score • Parent Group: 4.0 Median Score • Staff Group: 4.0 Median Score Spring 2024 School Climate Survey: Parent Response rate: 16.21%	Spring 2025 School Climate Survey: Online Safety/Peer Pressure Response Medians • Student Score: 3.86 Median Score • Parent Score: 4.5 Median Score • Staff Score: 3.36 Median Score Spring 2025 School Climate Survey: Parent Response rate: 23.4%	Not Applicable until 2026	The 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. The Parent Participation reaching 20% or more response rate by the end of 2027.	Online Safety/Peer Pressure: • Staff scores declined by 0.64 points decline • Student increased by 0.36 points • Parent scores increased by 0.53 points • Parent Response rate: 8.09% increase participation
Metric# 3	Chronic Absenteeism	California Dashboard 2023: 32.9%	California Dashboard 2024: 35%	Not Applicable until 2026	Decrease middle school chronic absenteeism rates by 10% across all student groups. Aiming for a Yellow color designation on the 2027 CA Dashboard	2.1%↑

Metric# 4	Basic Services	Fall 2023 CA Dashboard: Teaching Assignment Monitoring Outcomes: 29.5% (Out-of-Field) (Ineffective) Textbook Insufficiencies: 0 Facilities Inspections: 100% Number of Uniform Complaints:0 At OFY San Gabriel, we utilize a Local Assignment Option (LAO) for Alternative Settings as outlined in EC §44865. This provision serves as an 'umbrella' for our independent study programs, allowing instructors to hold a full teaching credential (preliminary or clear) without the need for specific subject matter credentials (e.g., math for math courses). This practice is permitted in California under the Education Code	Fall 2024 CA Dashboard: Teaching Assignment Monitoring Outcomes: 40.7% (Out-of-Field) (Ineffective) Textbook Insufficiencies: 0 Facilities Inspections: 100% Number of Uniform Complaints:0 At OFY San Gabriel, we utilize a Local Assignment Option (LAO) for Alternative Settings as outlined in EC §44865. This provision serves as an 'umbrella' for our independent study programs, allowing instructors to hold a full teaching credential (preliminary or clear) without the need for specific subject matter credentials (e.g., math for math courses). This practice is permitted in California under the Education Code	Not Applicable until 2026	Annually: Teaching Assignment Monitoring Outcomes: No more than 35% Out Of-Field & Ineffective Textbook Insufficiencies: 0 Facilities Inspections: 100% Number of Uniform Complaints: 0	Teaching Assignment Monitoring Outcomes: 11.3%↑ (Out-of-Field) (Ineffective) Textbook Insufficiencies: Maintained 0 Facilities Inspections: Maintained 100% Number of Uniform Complaints: Maintained 0

		reference mentioned above for alternative settings. Using this report In the 2022-2023 school year, all OFY San Gabriel teachers were appropriately assigned based on their credentials. All staff members meet the qualifications of their job duties.	reference mentioned above for alternative settings. Using this report In the 2023-2024 school year, all OFY San Gabriel teachers were appropriately assigned based on their credentials. All staff members meet the qualifications of their job duties.			
Metric# 5	Dropout Rates	Spring 2024 Internal Data: 0% Middle School 2.7% High School	Spring 2025 Internal Data: 0% Middle School .4% High School	Not Applicable until 2026	Maintain middle school and high school dropout rates below 5% annually.	Middle School Maintained 0% High School 2.3%↓

Goal Analysis for 2024-25

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

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

All of the planned actions and services outlined in Goal 3 have been fully implemented as intended identified within the LCAP.

Successes: As a result of the successful implementation of the actions outlined in Goal 3, the LEA has made progress towards increased parent involvement and engagement in our school. The LEA have shown an increase in social-emotional engagement and participation through increased social-emotional activities and events. The school safety action (Goal 3-Action 3) has been fully implemented and provided a safe/caring school environment.

Challenges: The LEA did not experience any challenges with Implementing the Actions for Goal 3.

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

The charter has no material differences between budgeted and actual expenditures to report.

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

The Actions outlined within Goal 3 are proving to be effective based on the LEA's current data and monitoring of progress. Actions related educational partner engagement and Social Emotional Development (Goal 3-Action 1-3) are proving effective with data showing a sustained 0% suspension rate and dropout rate below 5% (0.4% internal data). Additionally, we have seen an increase in 8.09% parent participation in our School Climate Surveys providing further feedback towards school improvement and addressing needs. Our school safety action is showing success with parents and students reporting their feelings towards Online safety and Peer pressure areas. Students increased their survey score by 0.36 points towards the highest score of a 5. Parent scores increased the survey score by 0.53 points toward the highest score of a 5. The LEA is confident that by the end of 2027 school year, growth and measurement towards desired outcomes can be achieved.

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

The LEA will be continuing with the metrics and actions outlined within Goal 2 as they have proven to be effective in working toward meeting our 2026-27 desired outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	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.	$130,000.00	Yes
Action #2	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.	$446,647.00	Yes
Action #3	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.	$65,000.00	Yes

Action #4	Targeted Student Support and Learning Recovery (LREBG)	This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds and is focused on addressing learning loss and improving student well-being through two research-based programs: EmpowerU and Goalbook. The LEA will continue implementation of EmpowerU, a Tier 1 and Tier 2 intervention that blends a digital social-emotional learning (SEL) curriculum with one-on-one virtual coaching. Research shows that EmpowerU's evidence-based approach improves student resilience, engagement, mental health, and academic outcomes—making it a critical support for students disproportionately impacted by the pandemic, including English Learners, Foster Youth, and students from low-income backgrounds. In addition, the LEA will continue use of Goalbook, an instructional planning platform grounded in Universal Design for Learning (UDL) and aligned with evidence-based practices and research. Goalbook supports teachers in designing standards-based goals and instructional strategies that meet the diverse needs of all learners, with a particular emphasis on students with IEPs, English Learners, and those who have experienced learning loss. Metric to measure effectiveness: LCAP Goal 3 – Metrics 3 & 5	$60,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,550,647	$142,740

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
25.56%	1.473%	$85,969.84 carryover	26.56%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

Goal 1 Action #3	A Comprehensive Needs Assessment (CNA) and Resource Inequity Review conducted in January 2025 identified key challenges impacting English Learners (EL), Long-Term English Learners (LTEL), low-income (LI) students, and Foster Youth. The findings, supported by data from the 2024 California School Dashboard and input from educational partners, highlight specific barriers requiring targeted interventions. While these actions will be implemented schoolwide, they are principally directed toward these student groups to ensure they receive the necessary support to close achievement gaps. **Key Needs Identified in 2024-25** • Low-Income Students (LI): Identified needs will have a targeted response to the academic and social-emotional needs of our low-income students, who are disproportionately affected by barriers to learning such as limited access to resources, inconsistent school attendance, and increased exposure to trauma and economic instability. These interventions—ranging from evidence-based literacy and math supports to tiered behavioral and mental health programs—are designed to provide personalized, high-impact instruction and wraparound support. By using data to identify specific learning gaps and monitor progress, the school ensures that interventions are responsive and adaptive to student needs. This action directly addresses the opportunity gap by creating equitable conditions for learning, increasing access to grade-level content, and improving academic outcomes for low-income students. CNA data for this student group	To effectively address the unique challenges faced by unduplicated student groups, the LEA is implementing research-based interventions tailored to support English Learners (ELs), Long-Term English Learners (LTELs), students eligible for the Free and Reduced-Price Meal Program (FRMP), homeless students, and foster youth. How It Addresses Need(s): • **Targeted Academic and Social-Emotional Support:** Provides research-based interventions, including tutoring and socio-emotional resources, to help ELs, LTELs, FRMP-eligible students, homeless students, and foster youth overcome barriers like language proficiency gaps, economic instability, and trauma. These supports include extended learning opportunities, mental health services, and individualized academic interventions. • **Expanded Access to Bilingual and Culturally Relevant Instruction:** Implements dual-language programs, bilingual instructional aides, and culturally responsive teaching practices to support ELs and LTELs in gaining proficiency in English while maintaining their home language literacy skills. • **Transportation and Attendance Incentives:** Offers transportation assistance, expanded bus routes, and attendance incentives for low-income students and foster youth to reduce chronic absenteeism and ensure regular school attendance. • **Trauma-Informed and Stability-Oriented Services for Foster Youth:** Enhances case management, increases access to school counselors, and integrates trauma-informed training for	**Metric 3: Math Grade Equivalency** Increase the average GLE in Math by 1.0 annually to improve CAASPP performance, aiming for a yellow rating by the 2027 CA Dashboard release.

	showed that SBAC results in ELA for school year 22 & 23 standards met/exceeded went from mid 40%s to 25% and in Math, Standards met decreased in 2023 with 16.03% decreased to 7.14% in 2024. • English Learners (EL) & Long-Term English Learners (LTEL): The implementation of research-based interventions will have a strategic effort to address the unique linguistic and academic needs of English Learners (ELs) and Long-Term English Learners (LTELs). Many EL and LTEL students face challenges in accessing grade-level content due to gaps in academic vocabulary, language fluency, and inconsistent language supports. This action includes the use of the Sheltered Instruction Observation Protocol (SIOP) model to provide structured, research-based strategies that integrate language development with content instruction. SIOP strategies, along with designated and integrated ELD supports, promote comprehensible input, academic discourse, and increased student engagement. CNA findings and reflections on 23-24 data shows that overall students maintained 2.9 points in SBAC but by leveraging assessment data and language proficiency levels, educators can target interventions that accelerate English language acquisition, support reclassification efforts, and close achievement gaps and help advance students to meet standards. This approach ensures ELs and LTELs receive equitable access to rigorous instruction and are prepared for academic success.	staff to better support the unique needs of foster youth and homeless students, ensuring they receive consistent academic and emotional support despite placement changes. • **Data-Driven Personalization and Continuous Improvement:** Regular progress monitoring, including GLE data, ensures interventions are adjusted to meet the evolving needs of unduplicated student groups. This approach allows for targeted modifications in instruction and resource allocation to maximize effectiveness. **Why LEA-Wide?** • Equitable Access to Support Across All Schools: Ensures that all unduplicated students, regardless of school location, receive consistent and high-quality support to close achievement gaps. • Systematic Implementation and Resource Allocation: Centralized coordination allows for strategic deployment of specialized staff and intervention programs, ensuring consistency and efficiency in addressing student needs. Through LCAP Goal 1, Action 3, the LEA commits to continuously evaluating and refining interventions to ensure their effectiveness in supporting unduplicated student groups, ultimately improving engagement, retention, and academic success.	

	• Foster Youth: Foster youth, who frequently face disruptions in their education due to placement changes, trauma, and limited access to consistent academic and emotional support. These students are at higher risk for academic underperformance, chronic absenteeism, and social-emotional challenges. This action includes targeted academic interventions, trauma-informed practices, and consistent monitoring to provide foster youth with stable, individualized support. By utilizing evidence-based programs and progress monitoring tools, educators can respond proactively to gaps in learning and engagement. Additionally, collaboration with foster liaisons and support services ensures a holistic approach that addresses both the academic and emotional well-being of each student. This action is designed to promote school stability, increase engagement, and support positive educational outcomes for foster youth. **Data Trends** Student Achievement Data: • EL-24-25 Math GLE Average: 8.3 • EL-24-25 ELA GLE Average: 9.2 • LTEL-24-25 Math GLE Average:7.4 • LTEL-24-25 ELA GLE Average: 9.2 • Foster Youth 24-25 Math GLE Average: 8.7 • Foster Youth 24-25 ELA GLE Average: 8.7 Attendance & Credit • EL 24-25 Chronic Absenteeism:10% (7th-8th)		

	• EL 24-25 Chronic Absenteeism: 21.6% (6th-12th) • LTEL 24-25 Chronic Absenteeism: 12.5% (7th-8th) • LTEL 24-25 Chronic Absenteeism: 25.6% (6th-12th) • Foster Youth 24-25 (7th-8th) Chronic Absenteeism: 0% • Foster Youth 24-25 (6th-12th) Chronic Absenteeism: 100% Educational Partner Feedback: • 12.5% of students *somewhat* believe the school offers enough intervention opportunities, suggesting a significant perception gap in access to academic support. These findings reinforce the need for continued support to improve access, engagement, and completion rates in support programs, ensuring that low-income students, ELs, and Foster Youth receive the resources necessary for academic success.		

Goal 1 Action #5	A Comprehensive Needs Assessment (CNA) conducted in January 2025 identified critical gaps in staff training that impact the success of English Learners (EL), Foster Youth (FY), and socioeconomically disadvantaged students (FRMP). Findings from the 2024 California School Dashboard and educational partner feedback highlight the need for targeted professional development to equip educators with the necessary skills to support these student groups effectively. While this initiative will be implemented schoolwide, it is principally directed toward unduplicated students to improve their academic and social-emotional outcomes. • **English Learners (ELs):** To better support English Learners (ELs) and Long-Term English Learners (LTELs), educators need expanded professional development in differentiated instruction, bilingual strategies, and structured language acquisition programs. Training should focus on evidence-based practices that promote language development, such as integrated and designated ELD, while also incorporating culturally responsive teaching and targeted literacy strategies. Building educator capacity in these areas is essential to increasing student engagement, supporting reclassification, and accelerating academic achievement for EL and LTEL populations. • **Foster Youth (FY) & Socioeconomically Disadvantaged Students (FRMP**): To effectively support foster youth and socioeconomically disadvantaged students, educators need a stronger foundation in trauma-informed	To ensure equitable access to high-quality education, all staff will participate in professional development tailored to the needs of unduplicated student groups, including English Learners (ELs), Long-Term English Learners (LTELs), students eligible for Free and Reduced-Price Meals (FRMP), and homeless/foster youth. These trainings will equip educators with evidence-based strategies to address language barriers, socioeconomic challenges, and academic engagement gaps, fostering a more inclusive and supportive learning environment. How It Addresses Need(s): • **Professional Development Focused on Equity and Inclusion:** Professional development will focus on culturally responsive teaching, differentiated instruction, and trauma-informed practices to ensure educators are equipped to support ELs, LTELs, FRMP students, and homeless/foster youth. These trainings will provide staff with practical strategies to address language barriers, socioeconomic challenges, and academic engagement gaps. To address this, professional development should include training on effective family engagement strategies, culturally responsive communication, and tools for ongoing dialogue with families. • **Strengthening Instruction for English Learners:** Training will include designated and integrated ELD instructional strategies, bilingual education techniques, and best practices in language scaffolding to enhance EL and LTEL student engagement and academic success.	**Metric 6: Local Indicator – Priority 2: Implementation of State Standards** Annually maintain Local indicator - Priority 2 through the self-reflection and review process: 1. Professional Development: 5 – Full Implementation and Sustainability ratings for all academic standards 2. Instructional Materials: 5 – Full Implementation and Sustainability ratings for all academic standards 3. Policy & Program Support: 5 – Full Implementation and Sustainability ratings for all academic standards 4. Implementation of Standards: 4 – Full Implementation and 5 – Full Implementation and Sustainability ratings for all academic standards 5. Engagement of School Leadership: 5 – Full Implementation and Sustainability ratings for all academic standards **Metric 3: Math Grade Equivalency** Increase the average GLE in Math by 1.0 annually to improve CAASPP performance, aiming for a

	practices, an understanding of chronic attendance barriers, and the implementation of equity-focused interventions. These students often experience unstable living conditions, food insecurity, and other socioeconomic stressors that directly impact their ability to engage and succeed in school. Professional development should prioritize building teacher capacity in social-emotional learning, restorative practices, and leveraging community partnerships to create supportive, responsive learning environments that address both academic and non-academic needs. • **Overall Staff Readiness:** According to the Fall 2024 LCAP survey, 61.54% of staff reported that current professional development aligns with their instructional needs. However, the data also reveals a gap in training specifically designed to support unduplicated student groups. Additionally, 57.7% of respondents felt that professional development has positively impacted their instructional skills. These findings highlight the need for more targeted, practical professional learning opportunities that are directly connected to improving classroom instruction and outcomes for all students, especially those with the greatest needs. Professional Development Relevance: • 50% of surveyed staff are satisfied with current professional development offerings. • 34% of surveyed staff feel neutral about current Professional Development	• **Consistency in Support and Intervention:** By ensuring all staff—teachers, administrators, and support personnel—receive training on equity-driven instructional approaches and intervention strategies, students receive consistent, high-quality support across all classrooms and learning environments. • **Social-Emotional and Trauma-Informed Training:** Educators will be trained in trauma-informed practices, social-emotional learning strategies, and restorative justice approaches to better support foster youth, homeless students, and those facing economic hardship, ensuring a more inclusive and responsive school climate. • **Data-Driven Professional Learning Cycles**: Ongoing assessments and teacher feedback will inform the continuous improvement of professional development offerings, ensuring they remain aligned with the needs of unduplicated student groups and effectively enhance instructional practices. **Why LEA-Wide?** • **Systemic Impact on Student Success**: Implementing professional development on an LEA-wide basis ensures uniform expectations, shared instructional strategies, and a cohesive support system for unduplicated student groups, regardless of the school site or grade level. This consistency enhances student outcomes by reducing disparities in instructional effectiveness. • **Building a Sustainable, Inclusive Learning Culture:** A districtwide	yellow rating by the 2027 CA Dashboard release.

	opportunities that meet the needs of their position. • 30.8% of surveyed staff feel they have access to professional development focused on social emotional learning. Student Achievement Data: • EL-24-25 Math GLE Average: 8.3 • EL-24-25 ELA GLE Average: 9.2 • LTEL-24-25 Math GLE Average:7.4 • LTEL-24-25 ELA GLE Average: 9.2 • Foster Youth 24-25 Math GLE Average: 8.7 • Foster Youth 24-25 ELA GLE Average: 8.7 Educational Partner Feedback: • Parent engagement data shows that only 22.5% of parents report meeting with their child's teacher a few times per year, and 28.7% report meeting just once annually. This indicates a need to strengthen home-school communication and build stronger partnerships between families and educators. These findings reinforce the urgent need for targeted professional development under LCAP Goal 1, Action 5 to enhance teacher effectiveness in addressing the unique challenges of unduplicated student groups, ensuring equitable access to high-quality instruction and support services.	approach promotes collaboration, shared accountability, and best practice dissemination among educators, fostering an inclusive and equitable learning environment for all students while principally directing efforts toward unduplicated student groups. By implementing LEA-wide professional development, we ensure that all educators are equipped with the skills and strategies necessary to support unduplicated student groups effectively. This investment in staff learning fosters equitable access to high-quality instruction, strengthens student engagement and academic success, and creates a more inclusive and supportive school environment for all learners.	

Goal 2 Action #1 Action #2 Action #3 Action #4	A Comprehensive Needs Assessment (CNA) and the 2024 California School Dashboard outcomes identified significant gaps in Graduation Rates and College/Career Readiness, particularly for low-income students, foster youth, and English learners (ELs). These student groups face systemic barriers that limit their ability to access post-secondary education and career pathways. • **Low-Income and Foster Youth:** Socioeconomic barriers often limit access to essential college and career readiness resources such as financial aid guidance, academic counseling, and mentorship. Additionally, many students face a lack of familial support due to economic hardship, making it more difficult for them to explore and navigate post-secondary pathways confidently and successfully. • **English Learners (ELs)**: Language proficiency gaps can hinder English Learners' success in core academic courses, limiting their eligibility for college and career readiness opportunities. Furthermore, cultural misunderstandings about higher education and limited exposure to post-secondary pathways often create additional barriers to participation in Advanced Placement (AP) courses, Career Technical Education (CTE) programs, and dual enrollment opportunities. Current data shows that only 16.7% of English Learners are "Approaching Prepared" on the College and Career Indicator (CCI), revealing a significant gap in post-secondary readiness for this student group. **2024-25 Data Trends**	Actions and How They Are Principally Directed Toward Subgroups Providing equitable and inclusive educational opportunities is central to preparing all students for success beyond high school. By offering college credit courses and expanding Career Technical Education (CTE) offerings schoolwide, we aim to address the diverse needs of our student population and ensure that every student has access to opportunities that support their academic and career aspirations. How It Addresses Need(s): • **Broad Access to College Credit Courses:** Offering college credit courses to all students, regardless of background or academic standing, provides an equitable opportunity for academic advancement and prepares students for post-secondary success. • **Targeted Support for Unduplicated Students:** CTE courses and college readiness initiatives are designed to support EL, LTEL, FRMP, and foster youth, offering alternative pathways to success by focusing on skill development rather than solely on language proficiency or traditional academic measures. These programs provide structured career exploration, internships, and mentorship opportunities tailored to address the unique challenges faced by these student groups. • **Financial Aid and Postsecondary Navigation Support:** Low-income students and foster youth will receive targeted assistance in completing financial aid applications, understanding scholarship opportunities, and navigating	Ensure that all students complete at least 5.3 units per core subject (English, Math, Science, and Social Studies) by the end of the 2026-27 school year **Metric 5: DASS Graduation Rate (One-Year)** Achieve a one-year graduation rate of at least 70% by 2026-27

	College/Career Readiness Performance: • EL 23-24: 16.7 Approaching Prepared/18.5% Not Prepared • Foster 23-24: Null • Low-Income Students 23-24:66.7% Approaching Prepared/80.4% Not Prepared • EL 23-24: 66.7% A-G Completion • Low-Income 23-24: 53.1% A-G Completion Graduation Rates: • EL 23-24: 75.00% Graduation Rates • Foster 23-24: Null • Low-Income Student 23-24: 62.9% Graduation Rate Educational Partner Feedback: • 36.3% of surveyed Parents think there should be additional CTE programs offered to students • 52.4% of surveyed students feel that somewhat there should be more new options for CTE programs • 60% of surveyed Staff think there should be additional CTE programs and course offerings • 22.7% of students feel that somewhat school offers enough dual-enrollment courses These findings emphasize the urgent need for targeted interventions to improve college and career readiness for unduplicated student groups. By expanding equitable access to CTE pathways, financial aid support, mentorship, and culturally responsive programming, we can ensure that all students—regardless of socioeconomic status or language background—	college admissions to mitigate systemic barriers to higher education. • **Specialized Academic Counseling and Mentorship**: Unduplicated student groups will have access to dedicated academic counselors and mentors who provide guidance on course selection, career pathways, and post-secondary readiness strategies to increase graduation rates and college/career preparedness. Why LEA-Wide? • Equity and Inclusivity: Providing these courses schoolwide ensures that all students, including those from historically underserved backgrounds, have access to the same opportunities, promoting a culture of high expectations and academic excellence. • Holistic Preparation for All: By expanding CTE offerings schoolwide, we ensure that every student, regardless of their personal background or challenges, receives exposure to practical skills, career pathways, and academic rigor that prepare them for the evolving workforce. By implementing these actions on a schoolwide basis, we ensure that all students, especially those from unduplicated groups, have the resources, support, and opportunities they need to succeed academically and professionally. These efforts align with our commitment to fostering a diverse, skilled, and successful future workforce.	

	are empowered to pursue their post-secondary aspirations.		

Goal 3 Action #1 Action #2	Identified Needs and Conditions of Subgroups: A Comprehensive Needs Assessment (CNA) and the 2024 California School Dashboard outcomes revealed significant gaps in social-emotional development, particularly for low-income students, foster youth, and English learners (ELs). These student groups face systemic barriers that limit their access to necessary social-emotional learning opportunities and supportive environments. • **Low-Income and Foster Youth:** Socioeconomic challenges often limit students' access to critical supports that nurture emotional intelligence and resilience, such as counseling services, after-school programs, and extracurricular activities. Students from low-income backgrounds may also face unstable home environments, making it difficult to develop healthy coping skills and emotional regulation. Foster youth are especially impacted, as frequent placement changes can disrupt their social-emotional growth and hinder the formation of consistent, supportive relationships with trusted adults. • **English Learners (ELs):** Language barriers can limit English Learners' full participation in social-emotional learning (SEL) opportunities, as difficulties with comprehension and communication often hinder meaningful engagement. Cultural differences and a lack of representation in SEL frameworks may also make it challenging for EL students to see themselves reflected in the content, reducing their sense of connection and belonging within the school community. These factors can impact their ability to	Actions and How They Are Principally Directed Toward Subgroups: Engaging parents and educational partners is essential to ensuring that students have the strong support networks they need for academic and social-emotional success. By implementing schoolwide initiatives focused on enhancing parent involvement and community engagement, we aim to foster collaboration and provide equitable access to resources for all students, particularly those from unduplicated groups. How It Addresses Need(s): • **Support for Unduplicated Students:** Parent involvement and educational partner engagement will be designed to address the unique needs of FRMP, Foster Youth, EL, and LTEL students by providing tailored resources and support, strengthening their academic and social-emotional outcomes. These include workshops on trauma-informed parenting, multilingual family engagement sessions, and mentorship programs specifically for at-risk students. • **Expanded Access to Social-Emotional Learning (SEL) Programs:** Culturally responsive SEL curricula will be integrated to ensure ELs can engage meaningfully with social-emotional content, while targeted support groups will provide foster youth and low-income students with a safe space to develop emotional resilience and peer connections. • **Extracurricular and After-School Opportunities:** To ensure equitable access, additional funding and resources will be allocated to increase participation in after-school programs, student	**Metric 1: Suspension Rates** Maintain annual suspension rates at or below 1.5% **Metric 2: School Climate Survey** Achieve an Online Safety rating of 4.0 or higher for all survey groups by the end of the Spring 2027 survey. Parent participation should reach 20% or more by the end of 2027. **Metric 3: Chronic Absenteeism** Decrease middle school chronic absenteeism rates by 10% across all student groups, aiming for a Yellow color designation on the 2027 CA Dashboard **Metric 5: Dropout Rates** Maintain middle school and high school dropout rates below 5% annually

	develop key social-emotional skills and access the support they need to thrive. **Social-Emotional Development Participation**: • EL 23-24: 78.9% SEL participation • Foster Youth 23-24: Null • Low-Income 23-24: 69.0% **Student Well-Being Indicators**: • 4.56/5 Students feel connected and belonging • 3.86/5 Students feel pressure on social media to fit in. • 4.41 Students feel students are friendly to other students. **Educational Partner Feedback**: • 48.8% of surveyed Parents feel that they are a part of the school community • 35% of surveyed Parents feel neutral about connection with school adults • 4.73/5 of Parents feel that the school is a safe place. • 4.81/5 Parents feel their student goals are supported by their teachers. These findings highlight the critical need for focused interventions to enhance social-emotional development among unduplicated student groups. By increasing access to culturally relevant programs, providing additional language support, and ensuring equal opportunities in extracurricular activities, we can create an environment where all students are empowered to grow emotionally and academically.	leadership activities, and social-emotional workshops, particularly for foster youth and low-income students who may not otherwise have access to such opportunities. Why LEA-Wide? • **Creating a Collaborative Culture:** By implementing these initiatives schoolwide, we foster a culture of collaboration and mutual respect among all educational partners, ensuring that every student has access to the benefits of this strong support network. • **Holistic Development and Well-Being:** Providing schoolwide social-emotional opportunities ensures that every student, particularly those from unduplicated groups, has access to equitable resources that support their emotional and academic growth, leading to a positive and inclusive school culture. By making parent involvement and educational partner engagement schoolwide, we ensure that all students—especially those from unduplicated groups—are supported in their academic and social-emotional development. This approach aligns with our commitment to fostering a collaborative, inclusive environment that contributes to the success and well-being of every student.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

Goal 1 Action #2 Action #6	Through the Comprehensive Needs Assessment (CNA), internal data, and feedback from educational partners, the LEA identified the following unique needs for English Learners (ELs): • Barrier to Academic Success: Limited language proficiency continues to be a significant barrier to academic success for English Learners, often impacting their ability to access grade-level content, engage in classroom discussions, and perform on assessments. To overcome these challenges, EL students require targeted, individualized language development supports that align with their current proficiency levels. These supports are essential to ensuring equitable access to instruction, fostering meaningful participation in the learning environment, and promoting academic growth across content areas. • Need for Targeted Support: English Learners require personalized and intentional support to address their diverse language development needs. These students often need additional scaffolding, vocabulary instruction, and opportunities for structured academic discourse to access grade-level content. Their unique linguistic needs include developing both social and academic language skills across all subjects. Providing targeted, data-driven interventions ensures that EL students can fully engage with instruction, participate meaningfully in classroom activities, and progress toward English proficiency and academic success. • English Learners often face difficulty adjusting to the school environment due to cultural differences, unfamiliar social	How It Addresses Need(s): • Individualized Learning Plans (ILPs): The creation of ILPs specifically tailored for EL students addresses the unique linguistic and academic needs of these students by providing personalized support in alignment with the English Language Arts/English Language Development (ELA/ELD) Framework through the Bilingual Scholars Program. This ensures that each EL student receives targeted interventions to support their language development and academic success. • EL-Specific Assessments and Monitoring: Regular assessments like the ELPAC and reclassification data analysis help identify EL students' language proficiency levels and track their progress over time. This data-driven approach ensures that interventions are effective and that EL students receive the necessary support to advance through their language proficiency stages. This includes using OPTEL form when considering reclassification for eligible students. • Supplementary Curriculum and Instructional Strategies: The implementation of a supplementary curriculum specifically designed to address learning gaps, along with instructional strategies tailored to EL students, ensures that they receive integrated and designated English Language Development (ELD) support. This addresses the challenge of language proficiency that many EL students face. • Specialized Professional Development for EL Specialists: Professional development focused on enhancing EL specialists' expertise ensures they are equipped with	**Metric 1 - Reclassification Rates** Annually maintain or increase the EL-eligible student reclassification rate at 75% or higher **Metric 5-ELPI** Maintain at least 55% of English Language Learners make progress on their ELPAC level, maintaining a high ELPI, by the release of the 2027 CA Dashboard. **Metric 5-DASS one-year graduation rates:** By maintaining our overall DASS one-year graduation rate at or above 68-70% through 2026-27, we aim to positively influence our 4-5-year graduation rate status on the California Dashboard, thereby improving our overall performance metric.

	norms, and language barriers. These factors can lead to feelings of isolation, anxiety, or disconnection from the school community, which in turn may impact academic performance and overall well-being. Their unique needs include intentional social-emotional support, opportunities to celebrate their cultural backgrounds, and consistent access to adults who understand and affirm their experiences. Providing culturally responsive practices, inclusive peer interactions, and structured opportunities for EL students to build relationships, develop a sense of belonging, and thrive both socially and academically. • English Learners have unique cultural and linguistic backgrounds that require educators to adopt inclusive, culturally responsive teaching practices. To effectively support these students, educators need professional development that builds cultural competence and equips them with strategies to validate students' identities, experiences, and ways of learning. This training is essential for creating classroom environments where EL students feel seen, respected, and connected. Culturally responsive teaching not only enhances student engagement and belonging but also helps close opportunity gaps by making instruction more relevant and accessible. • Teachers may not yet have the specialized training needed to effectively support English Learners, particularly when it comes to overcoming language barriers and navigating cultural or social differences. EL students have unique instructional needs that require the use of	the latest strategies for teaching EL students, improving both instructional quality and outcomes for ELs. This specialized training also targets improving reclassification rates and ELPAC scores. Why It's Solely for a EL Students: • Tailored to Language Proficiency Needs: These actions are designed specifically for EL students because they face unique challenges related to language proficiency that other students do not. While general interventions may support all students, EL students require specialized instruction and assessment to address their language acquisition process. • Targeted Support for Reclassification and ELD: EL students require additional support to reach the level of proficiency needed for reclassification as Fluent English Proficient (RFEP). The focus on reclassification data, ELD support, and specific interventions ensures that these students can progress through language development stages effectively. By implementing these targeted actions and supports, we ensure that EL students receive the necessary resources to overcome their language barriers, excel academically, and integrate socially. These measures are designed specifically to meet their needs, promoting academic achievement and overall well-being while aligning with state and local priorities for student equity.	

	scaffolded language development strategies, culturally responsive practices, and intentional support to access core content. Building teacher capacity in these areas is essential to ensuring equitable learning opportunities and improving outcomes for EL students. • Development: need for ongoing professional development to equip educators with the tools and strategies necessary to effectively support English Learners (ELs). As EL students face unique challenges related to language acquisition, academic content access, and cultural adjustment, one-time training sessions are not sufficient to meet their evolving needs. Continuous professional learning allows teachers to deepen their understanding of language development, implement scaffolded instruction, and integrate culturally responsive teaching practices into their daily instruction. Ongoing training also ensures that educators stay current with evidence-based approaches and compliance requirements, fostering a more inclusive and equitable learning environment where EL students can thrive academically and socially. Given these findings, specific actions were designed to address the significant disparities in academic performance and progression among unduplicated student groups.		

Goal 1 Action #4 Action #7	Through the Comprehensive Needs Assessment (CNA), internal data, and feedback from educational partners, the LEA identified the following unique needs for Long Term English Learners (LTELs): • Long-Term English Learners (LTELs) present unique challenges due to their extended time in the educational system without achieving full English proficiency. These students often struggle with a combination of language gaps, academic underachievement, and disengagement, despite being enrolled in school for many years. • LTELs frequently have significant gaps in both their social and academic language skills, which can affect their ability to access grade-level content, engage meaningfully in classroom discussions, and demonstrate their knowledge on assessments. Current data reading LTEL-24-25 ELA GLE Average: 9.2. • LTELs may experience frustration and a lack of motivation as they encounter barriers to reclassification. Addressing their needs requires targeted language support, culturally relevant curriculum, and a focus on building both language proficiency and academic confidence to ensure these students have equitable opportunities to succeed. • Through personalized and targeted interventions, we aim to offer Long-Term English Learners (LTELs) the specialized academic support necessary to help them meet grade-level expectations and excel academically. These interventions will be tailored to address the specific language gaps and academic challenges LTELs face, providing them with the tools,	How It Addresses Need(s): • The actions focuses on developing and strengthening the study skills and learning strategies of Long-Term English Learners (LTELs). By incorporating proven methodologies such as those from College Board and Advancement Via Individual Determination (AVID), the action targets the specific academic challenges LTELs face. These techniques help students improve their organizational skills, time management, critical thinking, and self-advocacy, which are essential for success in rigorous coursework. • Additionally, this approach fosters a growth mindset, encouraging LTELs to take ownership of their learning. By equipping students with these tools, the action addresses their need for structured support in overcoming barriers to academic achievement, ensuring they are better prepared for success in both language acquisition and overall academic performance. Why It's Solely for LTEL Students: • LTEL students face unique challenges due to their prolonged identification as English learners without achieving proficiency. Their academic and linguistic needs differ from other students who are either English proficient or new to the English learner designation. The focus on developing study skills and learning strategies is specifically tailored to address the barriers that LTELs face in accessing the curriculum and progressing academically. • Additionally, the LTEL Professional Development initiative is dedicated to equipping educators with specialized	**Metric 1 - Reclassification Rates** Aim to maintain or increase the reclassification rate of EL-eligible students to 75% or higher annually. **Metric 4 - LTEL Reading Grade Equivalency** Achieve an average increase of 1.0 GLE in reading annually for all students and LTELs, aiming for a yellow rating in the ELA CAASPP by the 2027 CA Dashboard release. **Metric 5 - ELPI** Maintain a high ELPI level, with at least 55% of English Language Learners making progress on their ELPAC by the 2027 CA Dashboard release. **LCAP Goal 2, Metric 5 - DASS One-Year Graduation Rates** Maintain a DASS one-year graduation rate of 68-70% through 2026-27 to positively impact the 4-5-year graduation rate on the California Dashboard.

	resources, and strategies needed to succeed. By fostering an environment of continuous learning and targeted support, we can help LTELs build both their language proficiency and academic confidence, and goal to meet reclassification. • Expanding professional development for teachers focused on Long-Term English Learners (LTELs) is essential to effectively address the unique academic and language needs of these students. LTELs often require specialized strategies and interventions to overcome their extended challenges with language acquisition and academic skills. By providing teachers with ongoing training in culturally responsive teaching, differentiated instruction, and targeted language development techniques, we equip them with the tools needed to better support LTELs in the classroom. Expanded professional development ensures that teachers are equipped to identify and address the specific barriers LTELs face, helping close achievement gaps and fostering a more inclusive, equitable learning environment. By investing in the continuous development of our educators, we aim to enhance their capacity to support LTELs effectively, fostering an inclusive learning environment that enables LTELs to thrive academically and socially.	knowledge and strategies that are uniquely suited to the needs of LTEL students. This professional development ensures that teachers can effectively differentiate instruction, provide targeted interventions, and use culturally responsive pedagogy, which is critical to meeting the distinct academic and socio-emotional needs of LTELs. These efforts ensure LTELs receive the support required for their success, making it a focused intervention solely for this group. Each of these actions is specifically designed to meet the unique and complex needs of LTEL students, providing the specialized support necessary to help them overcome academic barriers and successfully progress through their education.	

Goal 2 Action #5	Through the Comprehensive Needs Assessment (CNA), internal data, and feedback from educational partners, the LEA identified the following unique needs for Homeless and Foster Youth: • These students often face significant challenges related to instability in housing and family dynamics, which can severely impact their academic performance and emotional well-being. Internal data revealed that many of these students experience chronic absenteeism of 31.1% students 6th-12th grade, difficulty accessing consistent educational resources, and lack of stable support networks. Additionally, feedback from educators, counselors, and community partners highlighted the need for targeted support services, such as trauma-informed counseling, stable housing referrals, and increased access to after-school programs. Addressing these unique needs requires a comprehensive approach that includes both academic interventions and social-emotional support to help Homeless and Foster Youth succeed in their educational journeys. By addressing these key challenges through dedicated services, we aim to support the academic success, emotional well-being, and overall development of homeless and foster youth, helping them overcome barriers and achieve their full potential.	How It Addresses Need(s): • Post-Secondary Counseling and Support: Regular meetings with post-secondary counselors, at least semi-annually or as needed, ensure that homeless and foster youth have access to critical guidance for their educational and career pathways. This consistent support helps them stay on track with their goals, access transportation assistance, and secure basic necessities. • Targeted Counseling Services: Specialized counseling services are provided to address the unique social-emotional challenges faced by homeless and foster youth. These services help them cope with trauma, manage stress, and build the resilience needed to succeed academically. • Academic Support Programs: Academic interventions tailored to the specific needs of homeless and foster youth ensure they receive the necessary support to overcome gaps in their learning. These programs focus on helping students stay on track and excel in their education despite challenges outside of school. • Mentoring Opportunities: By offering mentoring, we provide students with a stable, caring adult role model to guide them through their educational and personal challenges. Mentoring fosters a sense of belonging and supports emotional and social development. • Community Partnerships: Collaborations with community agencies help expand access to additional resources and wraparound services. These partnerships ensure that the holistic needs of homeless and foster youth are addressed, from stable housing to healthcare.	**Metric 5-DASS one-year graduation rates**: By maintaining our overall DASS one-year graduation rate at or above 68-70% through 2026-27, we aim to positively influence our 4-5-year graduation rate status on the California Dashboard, thereby improving our overall performance metric. **Metric 4 - Core Course Credit Completion** The charter aims for all students to complete a minimum of 5.3 units in each core subject (English, Math, Science, and Social Studies) by the end of the 2026-27 school year.

		Why These Actions Are Solely for Homeless and Foster Youth: • Instability and Trauma: Homeless and foster youth face frequent disruptions in their living situations, impacting their academic success and social-emotional well-being. • Lack of Basic Necessities: These students may not have stable housing, consistent access to food, transportation, or healthcare, which creates barriers to attending school and succeeding academically. • Social-Emotional Challenges: The unique emotional and psychological struggles faced by homeless and foster youth require targeted counseling and mentoring. • Increased School Mobility: Homeless and foster youth often experience higher rates of school mobility, disrupting their education and making it harder to stay on track. • Holistic Needs: Beyond academic support, these students require access to wraparound services like housing, transportation, and community resources to overcome barriers to success. • Sense of Belonging: Due to their circumstances, these students may feel isolated or disconnected from the school community, so services are designed to foster inclusion and a sense of belonging.	

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

To determine the contribution of services toward meeting the increased or improved services requirement, we conducted an assessment of services specifically for English Learner (EL) and Long-Term English Learner (LTEL) students. This assessment included:

- Analysis of past and recent trends in servicing these student populations.
- Evaluation of language proficiency levels and academic performance data.

- Input from educators and support staff regarding the specific needs of EL and LTEL students.

Estimated Allocation: 12.98% of EL Specialist Salary $12,655.50
Estimated Dollars: $97,500 of LCFF S/C Funding

Estimated Allocation: 12.98% of Post-Secondary Counselor Salary $10,189.30
Estimated Dollars: $78,500 of LCFF S/C Funding

Justification:
EL Specialist Allocation (12.98%): The EL Specialist plays a critical role in providing targeted support for English language acquisition and development. The allocation of $12,655.50 ensures that resources are prioritized toward helping EL and LTEL students with language proficiency.

Post-Secondary Counselor Allocation (12.98%): The remaining 12.98% is allocated to the Post-Secondary Counselor's salary to support Foster Youth. This funding ensures that Foster Youth receive consistent wraparound services and resources, helping them maintain stability in their academic journey.

By allocating 25.95% of the increase in services to staff salaries, we ensure that resources are used primarily to provide direct, specialized services to EL, LTEL, and Foster Youth students, addressing their unique needs and improving their academic outcomes.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The LEA plans to strategically allocate the additional concentration grant add-on funding, due to having an unduplicated student group count above 55%, to increase staff support and resources for English Learners, Low-Income students, and foster youth.

The funding will be used to retrain staff and provide additional instructional time, ensuring these student groups receive targeted support. Specifically, funds will cover the salaries of positions such as EL Specialists, tutors, and paraprofessionals who provide direct services, as well as compensation for offering extended instructional time (Goal 1, Action 2 & Action 4).

These staff members will play a critical role in delivering specialized instructional support aimed at facilitating student progression, identifying learning gaps, and narrowing achievement disparities. The LEA will implement strategies like integrated instruction for EL and LTEL students, as well as targeted interventions for Foster Youth and Homeless students to address attendance issues (Goal 2, Action 5).

The LEA also intends to retain Post-Secondary Counselors and Teachers, who will take on additional responsibilities, such as after-school and night school instructional support. Additionally, the funds will be used to expand Social-Emotional Development programming to benefit RFMP students—our highest student population—by providing tailored support to address their unique emotional and psychological needs, which will contribute to both their personal and academic growth (LCAP Goal 2, Action 2).

Moreover, 15% of the concentration grant will be directed toward the recruitment and retention of staff dedicated to working with unduplicated student groups. The LEA will focus on attracting highly qualified educators through competitive compensation packages and professional development opportunities. Retention efforts will include mentorship programs, career advancement pathways, and recognition initiatives, fostering a strong sense of commitment and ensuring the continuity of high-quality services for these students.

These investments in recruitment, retention, and direct services will directly align with LCAP Goal 1, Action 5 (All Staff Professional Development), Goal 1, Action 6 (EL Professional Development), and Goal 1, Action 7 (LTEL Professional Development). By strategically using the concentration grant funding, the LEA is dedicated to enhancing academic success and providing equitable educational opportunities for all students, particularly those facing economic challenges.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable- the LEA is a charter school with one CDS code and no comparison schools.	Not applicable- the LEA is a charter school with one CDS code and no comparison schools.
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable- the LEA is a charter school with one CDS code and no comparison schools.	Not applicable- the LEA is a charter school with one CDS code and no comparison schools.

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	$ 5,838,062	$ 1,550,647	26.561%	0.000%	26.561%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,550,647	$ 360,000	$ -	$ -	$ 1,910,647.00	$ 596,750	$ 1,313,897

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Students with Disabilities (SWD) Intervention Support and Instruction	SWD	No			All Schools	Ongoing	$ 65,750	$ 234,250	$ -	$ 300,000	$ -	$ -	$ 300,000	0.000%
1	2	EL Individualized Support and Instruction	EL	Yes	Limited	English Learners	All Schools	Ongoing	$ 12,000	$ 55,000	$ 67,000	$ -	$ -	$ -	$ 67,000	0.000%
1	3	Implementation of Research Based Interventions	EL, LI, FY	Yes	LEA-wide	All	All Schools	Ongoing	$ 100,000	$ 80,000	$ 180,000	$ -	$ -	$ -	$ 180,000	0.000%
1	4	Targeted LTEL (AVID) Curriculum/Instruction	EL, LTEL	Yes	Limited	English Learners	All Schools	Ongoing	$ 9,000	$ 6,000	$ 15,000	$ -	$ -	$ -	$ 15,000	0.000%
1	5	All Staff Professional Development	EL, LI, FY	Yes	LEA-wide	All	All Schools	Ongoing	$ 20,000	$ 50,000	$ 70,000	$ -	$ -	$ -	$ 70,000	0.000%
1	6	EL Professional Development	EL, LI, FY	Yes	Limited	English Learners	All Schools	Ongoing	$ 20,000	$ 20,000	$ 40,000	$ -	$ -	$ -	$ 40,000	0.000%
1	7	LTEL Professional Development	LTEL	Yes	Limited	English Learners	All Schools	Ongoing	$ 8,000	$ 17,000	$ 25,000	$ -	$ -	$ -	$ 25,000	0.000%
2	1	Postsecondary Advancement Programs	EL, LI, FY	Yes	LEA-wide	All	All Schools	Ongoing	$ 130,000	$ 35,000	$ 165,000	$ -	$ -	$ -	$ 165,000	0.000%
2	2	College credit course enrollment	EL, LI, FY	Yes	LEA-wide	All	All Schools	Ongoing	$ 15,000	$ 120,000	$ 135,000	$ -	$ -	$ -	$ 135,000	0.000%
2	3	CTE Program Enhancement for Improved Graduation and Readiness Outcomes	EL, LI, FY	Yes	LEA-wide	All	All Schools	Ongoing	$ 15,000	$ 80,000	$ 95,000	$ -	$ -	$ -	$ 95,000	0.000%
2	4	Enhancing Student Readiness with Comprehensive Post-Secondary Events	EL, LI, FY	Yes	LEA-wide	All	All Schools	Ongoing	$ 17,000	$ 60,000	$ 77,000	$ -	$ -	$ -	$ 77,000	0.000%
2	5	Homeless & Foster Youth Services	FY, HOM	Yes	Limited	Foster Youth and Low-Income	All Schools	Ongoing	$ 30,000	$ 10,000	$ 40,000	$ -	$ -	$ -	$ 40,000	0.000%
3	1	Parent Involvement and Educational Partner Engagement	EL, LI, FY	Yes	LEA-wide	All	All Schools	Ongoing	$ 90,000	$ 40,000	$ 130,000	$ -	$ -	$ -	$ 130,000	0.000%
3	2	Social Emotional Development Opportunities	EL, LI, FY	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 446,647	$ 446,647	$ -	$ -	$ -	$ 446,647	0.000%
3	3	School Safety	All	Yes	LEA-wide		All Schools	Ongoing	$ 65,000	$ -	$ 65,000	$ -	$ -	$ -	$ 65,000	0.000%
3	4	Targeted Student Support and Learning Recovery (LREBG)	All	No	LEA-wide		All Schools	Ongoing	$ -	$ 60,000	$ -	$ 60,000	$ -	$ -	$ 60,000	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 5,838,062	$ 1,550,647	26.561%	0.000%	26.561%	$ 1,550,647	0.000%	26.561%	**Total:**	$ 1,550,647
								LEA-wide Total:	$ 1,363,647
								Limited Total:	$ 187,000
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	EL Individualized Support and Instruction	Yes	Limited	English Learners	All Schools	$ 67,000	0.000%
1	3	Implementation of Research Based Interventions	Yes	LEA-wide	All	All Schools	$ 180,000	0.000%
1	4	Targeted LTEL (AVID) Curriculum/Instruction	Yes	Limited	English Learners	All Schools	$ 15,000	0.000%
1	5	All Staff Professional Development	Yes	LEA-wide	All	All Schools	$ 70,000	0.000%
1	6	EL Professional Development	Yes	Limited	English Learners	All Schools	$ 40,000	0.000%
1	7	LTEL Professional Development	Yes	Limited	English Learners	All Schools	$ 25,000	0.000%
2	1	Postsecondary Advancement Programs	Yes	LEA-wide	All	All Schools	$ 165,000	0.000%
2	2	College credit course enrollment	Yes	LEA-wide	All	All Schools	$ 135,000	0.000%
2	3	CTE Program Enhancement for Improved Graduation and Readiness Outcomes	Yes	LEA-wide	All	All Schools	$ 95,000	0.000%
2	4	Enhancing Student Readiness with Comprehensive Post-Secondary Events	Yes	LEA-wide	All	All Schools	$ 77,000	0.000%
2	5	Homeless & Foster Youth Services	Yes	Limited	Foster Youth and Low-Income	All Schools	$ 40,000	0.000%
3	1	Parent Involvement and Educational Partner Engagement	Yes	LEA-wide	All	All Schools	$ 130,000	0.000%
3	2	Social Emotional Development Opportunities	Yes	LEA-wide	All	All Schools	$ 446,647	0.000%
3	3	School Safety	Yes	LEA-wide	0	All Schools	$ 65,000	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 2,795,105.00	$ 1,745,390.26

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Students with Disabilities (SWD) Intervention Support and Instruction	No	$ 300,000	$ 212,298
1	2	EL Individualized Support and Instruction	Yes	$ 80,000	$ 62,499
1	3	Implementation of Research Based Interventions	Yes	$ 170,000	$ 280,580
1	4	Targeted LTEL (AVID) Curriculum/Instruction	Yes	$ 30,000	$ 4,202
1	5	All Staff Professional Development	Yes	$ 70,000	$ 51,413
1	6	EL Professional Development	Yes	$ 40,000	$ 36,285
1	7	LTEL Professional Development	Yes	$ 30,000	$ 19,170
2	1	Postsecondary Advancement Programs	Yes	$ 200,000	$ 172,588
2	2	College credit course enrollment	Yes	$ 45,000	$ 40,033
2	3	CTE Program Enhancement for Improved Graduation and Readiness Outcomes	Yes	$ 100,000	$ 107,314
2	4	Enhancing Student Readiness with Comprehensive	Yes	$ 90,000	$ 58,003
2	5	Homeless & Foster Youth Services	Yes	$ 50,000	$ 37,889
3	1	Parent Involvement and Educational Partner Engagement	Yes	$ 140,000	$ 146,397
3	2	Social Emotional Development Opportunities	Yes	$ 535,107	$ 448,305
3	3	School Safety	No	$ 70,000	$ 47,272
3	4	Targeted Student Support and Learning Recovery (LREBG)	No	$ 844,998	$ 21,143

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,550,647	$ 1,580,107	$ 1,464,677	$ 115,430	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	EL Individualized Support and Instruction	Yes	$ 80,000	$ 62,499	0.000%	0.000%
1	3	Implementation of Research Based Interventions	Yes	$ 170,000	$ 280,580	0.000%	0.000%
1	4	Targeted LTEL (AVID) Curriculum/Instruction	Yes	$ 30,000	$ 4,202	0.000%	0.000%
1	5	All Staff Professional Development	Yes	$ 70,000	$ 51,413	0.000%	0.000%
1	6	EL Professional Development	Yes	$ 40,000	$ 36,285	0.000%	0.000%
1	7	LTEL Professional Development	Yes	$ 30,000	$ 19,170	0.000%	0.000%
2	1	Postsecondary Advancement Programs	Yes	$ 200,000	$ 172,588	0.000%	0.000%
2	2	College credit course enrollment	Yes	$ 45,000	$ 40,033	0.000%	0.000%
2	3	CTE Program Enhancement for Improved Graduation and Readiness Outcomes	Yes	$ 100,000	$ 107,314	0.000%	0.000%
2	4	Enhancing Student Readiness with Comprehensive Post-Secondary Events	Yes	$ 90,000	$ 58,003	0.000%	0.000%
2	5	Homeless & Foster Youth Services	Yes	$ 50,000	$ 37,889	0.000%	0.000%
3	1	Parent Involvement and Educational Partner Engagement	Yes	$ 140,000	$ 146,397	0.000%	0.000%
3	2	Social Emotional Development Opportunities	Yes	$ 535,107	$ 448,305	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 5,838,062	$ 1,550,647	0.000%	26.561%	$ 1,464,677	0.000%	25.088%	$ 85,969.84	1.473%

RESOURCE INEQUITIES REVIEW ADDENDUM

Charter: OFY-San Gabriel

Date Resource Inequity Review was conducted: Feb 10, 2025

Guidance and Instructions: As part of the CNA process schools must complete a Resource Inequities Review as part of their Comprehensive Needs Assessment.

Note: *Responses to questions 1 through 3* ***need*** *to be actionable. For purposes of resource inequity, actionable means something that is within your locus of control and you can implement an action/services/resource or etc. to help remedy the issue. As a reminder resource inequity identification is an LEA decision and is locally controlled and determined.*

1. What actionable inequities were identified by the Charter during their Resource Inequity Review?	**A-G Completion and College & Career Preparedness Disparities** • Higher-grade level students have lower A-G participation rates, likely due to needing to retake courses. • A-G completion rates are significantly lower than participation rates, suggesting barriers to full completion. • Hispanic students and FRMP students show lower rates of college and career preparedness. **English Learner (EL) and Long-Term English Learner (LTEL) Challenges** • EL students struggle with core courses and overall participation. • Lexile growth has decreased over the past three years. • Credit attainment and progression improvements may not be sufficient to close gaps. **Graduation Rates** • The 4th-5th year graduation rate has significantly declined. • Homeless students and EL students experienced substantial drops in graduation rates. • SWD (Students with Disabilities) and FRMP students also saw declining graduation rates. **Chronic Absenteeism and Student Engagement Issues** • Middle school chronic absenteeism remains a major concern. • Online students show lower participation in college credit, AP courses, and CTE

Source: *Adopted by Los Angeles County Office of Education - LCAP/State & Federal Programs*

	pathways. **Testing and Academic Performance Disparities** ● SBAC scores for certain grade levels (e.g., 8th grade ELA) have declined. ● Special education (SPED) student performance data is inconsistent across years.
2. Which inequities are priorities for the Charter to address in their School Improvement Plans?	● A-G Completion and College & Career Preparedness Disparities ● English Learner (EL) and Long-Term English Learner (LTEL) Challenges ● Graduation Rates ● Chronic Absenteeism and Student Engagement Issues
3. How does the Charter plan on addressing these inequities?	We have conducted a thorough analysis of our program and budget, identifying four key areas that require attention to ensure a more equitable distribution of resources. Here is an overview of our plans to address these issues: **1. A-G Completion and College & Career Preparedness Disparities** **Early Tracking & Academic Counseling** ● We will Implement an early identification system to track 9th and 10th graders' A-G progress. ● Increase student access to academic counseling to ensure proper course selection and on-track completion. ● Provide personalized academic plans to support students who need to retake courses for A-G eligibility. ● Strengthen student engagement efforts in AP courses to encourage higher-level learning. **Community College Partnerships** ● Expand dual enrollment opportunities with local community colleges to provide

Source: Adopted by Los Angeles County Office of Education - LCAP/State & Federal Programs

students with access to college-level coursework.
- Create targeted outreach to historically underrepresented students to increase participation in these programs.

Increased Career & Technical Education (CTE) Opportunities

- Ensure equitable access to CTE programs for students from diverse backgrounds, including EL and FRMP students.

2. English Learner (EL) and Long-Term English Learner (LTEL) Challenges

Expanded EL-Specific Instruction & Curriculum Support

- Implement evidence-based instructional programs (e.g., iLit, Freckle) to support language development.
- Provide targeted small-group intervention sessions focusing on reading comprehension, academic vocabulary, and writing skills.
- Increase designated ELD instruction within core content areas to enhance English proficiency while ensuring access to grade-level coursework.

Monitoring & Data-Driven Instruction

- Conduct regular Lexile growth and RenStar assessments to track EL/LTEL progress and adjust interventions accordingly.
- Use Achievement Chats to provide personalized feedback and progress monitoring for EL students.
- Implement teacher training on differentiated instruction strategies to support EL learners in all subject areas**.**
- Implement structured literacy interventions to target declining Lexile growth over the past three years.

3. Graduation Rates

Early Identification and Graduation Cohort Tracking

- Our goal is to establish graduation cohorts to monitor student progress from the 9th grade onward.

	● Utilize data-driven interventions to identify at-risk students and provide targeted support. ● Implement personalized graduation plans for students falling behind in credits. **Expanded Credit Recovery and Intervention Programs** ● Increase opportunities for students to recover credits through flexible scheduling, online learning platforms, and extended learning options. ● Provide additional tutoring, mentoring, and small-group instruction for students struggling in core subjects. **4. Chronic Absenteeism and Student Engagement Issues** **Personalized Attendance Support Plans** ● Conduct Achievement Chats with students and families to develop action plans for improving attendance. ● Establish direct communication strategies for students with excessive absence **Culturally Responsive & Interest-Based Learning** ● Increase access to electives, clubs, and extracurricular activities to foster student engagement. ● Expand student leadership programs to encourage participation and create a sense of belonging These inequities were identified as having the greatest impact on student outcomes, and the Charter's School Improvement Plans will focus on closing these gaps through targeted interventions, curriculum enhancements, and student support initiatives.

4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write "NA" in the textbox below.	NA

Options For Youth
Public Charter Schools

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY / ADDENDUM DOCUMENT

Charter: San Gabriel School Year: **2024-2025**

EDUCATIONAL PARTNERS

Describe who and how educational partners were involved in the comprehensive needs assessment process.

Note: *The comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan. [34 C.F.R. §200.26(a)(2)]*

Educational Partners Engaged in our Comprehensive Needs Assessment:

1. Staff- Our leadership team met with all staff (English, Math, Counselors, SPED, Coaches, Support Staff and EL specialist) to engage in a data dive protocol to identify strengths and weaknesses within our program.
2. Parents and Students- our SSC committees have engaged in several data dives to collaborate with leadership to develop areas of focus for the program.
3. Leadership Team (Principal, Assistant Principals, and Assistant Principal of Instructional Operations)- met to participate in a collaboration about resource inequities and conduct a root cause analysis of the areas of focus to create measurable goals and outcomes to improve our program.

DATA SOURCES / PHASE 1: DATA COLLECTED & ANALYZED

Provide a description of the quantitative and qualitative data sources reviewed by educational partners.

Note: *The comprehensive needs assessment shall include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. EC 64001(g)(2)(A)*

The charter pulled data from multiple sources to analyze student performance. Data pulled included:

- ➔ California Dashboard performance data (Suspension, Graduation Rates, Chronic Absenteeism, SBAC ELA and Math)
- ➔ California Dept. of Education College and Career Data
- ➔ CAASPP data (ELA CAST and Math)
- ➔ Tableau (Core Course Completion, Student Progression and Attendance, Intervention Completion Rates, Drop out rates)
- ➔ EL Reclassification Data
- ➔ A-G course enrollment & completion rates
- ➔ Stakeholder Surveys
- ➔ Star Renaissance Data (Lexile Growth, Student Growth Percentile, Urgent Intervention Data)
- ➔ iLit, Achieve 3000 and Exact Path Data
- ➔ Student and Family Participation Rates in Events Data

RESULTS / PHASE 2: DATA DIVE SUMMARY TABLE

Describe the findings of the data (just the facts; not opinions), including trends noticed over time in schoolwide, student group and/or grade level data.

The Educational Partner group followed a data dive protocol to facilitate a productive dialogue about the school data highlighted above. The following observations were noted based on the data:

College & Career Indicators and A-G Completion & Participation:

- Overall enrollment has decreased from 2023 to 2024 (from 558 to 338)
- Increase in % students participating in A-G from 2022-2023 to 2023-2024 (58.1% to 75.4%)
- Overall, prepared students increased from 22-23 (8.7%) to 23-24 (11.1%), increase of 2.4%
- 2023 to 2024, our percentage of students approaching prepared decreased except for ELL students (EL increased by 3.8%)
- Overall, A-G participation rates are around 70+% in 2024, but A-G completion rates for the same year are around 20%
- Higher grade levels have lower participation percentage.
  Examples in 2024:
  - 9th: 96.7%
  - 10th: 85.9%
  - 11th: 67.9%
  - 12th: 51.7%
- Students with disabilities A-G Participation: 2022-23: Only 44.4% participating, 23-24 increased to 75.9% participation; increased by 31.5%.
- Foster Youth A-G completion increased from 0.0% to 25.0% during 2022-2023 to 2023-2024 school year.
- Homeless A-G participation increased from 2022-2023 (24.1%) to 2023-2024 (72.7%)

EL/LTEL (Credit Attainment, MSP, RenStar, Core Course Completion):

- Core course completion fluctuated between 6.0 and 8.0 for all years.
- Progression for ELL students in the current year is in the 90% range, whereas in 23/24, the average was around 80%.
- Attainment in 23/24 was around 20% to 40% and is now between 50% and 70%.
- We noticed that there was no significant change in both core course completion (Math, English, Science, Social Science)
- We observed that EL students are struggling with the core courses and overall participation.
- EL students increased in grade performance from 5.5% in 2022/23 to 9.4% in 2024/25
- Average LTEL has improved.
- Reading level and math has improved/ doubled.
- Lexile growth has decreased each year over the last three years.
- EL Students are completing more than 7 units in mathematics per year.

Source: Adopted by Los Angeles County Office of Education - October 2024 LCAP/State & Federal Programs

SBAC Math and ELA, Lexile, Math GLE, Reading GLE:

- ELA: 23-24 the standards met at each grade level declined (% of students)
- ELA: SPED increased measurably in 22-23, but there was not enough data for 23-24.
- ELA: Standards nearly met 23-24, grade levels, 7th and 11th increased while 8th grade significantly decreased.
- ELA: Standards met dropped for 8th grade in the 23-24 school year.
- ELA: 2022 and 2023 for Hispanics, “standards met” was consistent but in 2024 it decreased to 23.53%.
- 2024 SY Math: 7th & 8th grade increased in 2024 within standards met, but 11th grade decreased.
- Math: 11th grade went up in standards nearly met & exceeded in 2024.
- FMRP: ELA: 22 & 23 standards met/exceeded went from mid 40%s to 25%
- Math: Standards met decreased in 2023 with 16.03% decreased to 7.14% in 2024.

Graduation Rates, Drop Out Rates, Chronic Absenteeism:

- 2021-2024 our SPED students had 24 grads eligible to graduate but only 14 graduated.
- Total grad rate decreased by 15% from the 21-22 school year to the 22-23 school year.
- Our homeless population had a 13.8% decrease in graduate rate from 21-22 school year to 22-23.
- EL students' grad rate went down 21.1% from 21-22 to 22-23 school year.
- Foster students' grad rate increased from 1 student in the 21-22 school year to 6 students in 22-23 school year, a 500% increase.
- Combined 4-5 year grad rate for the 21-22 school year was 65.1%. In the 22-23 school year, Combined 4-5 year grad rate declined to 52.1%. But our 1 year grad rate in 2022 was 87.8%.
- Both school years had the same amount of EL grads. 12 graduated in 21-22 school year; that number decreased to 8 for the 22-23 school year.
- FRMP students rate declined 13.7% and our Hispanic students declined 9.8%

PRIORITIZED NEEDS

Provide a description of the most critical needs based on the data. Describe which needs will have the greatest impact on student outcomes, if addressed.

Note: A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Through the needs assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for action.

The following 3 areas of focus will be the charters’ priorities in the upcoming school year:

1. **Grate Rate**
    a. 4th-5th year Grad Rate for the LEA has significantly decreased in 23-24 compared to previous years due to current state measure changes; LEA will have an increased focus towards interventions and initiatives in this area.
2. **College and Career Indicator**

Source: Adopted by Los Angeles County Office of Education - October 2024 LCAP/State & Federal Programs

a. Increase College and Career Readiness indicators, encouraging dual enrollment at nearby community colleges for college credit, enrolling students in more CTE pathways, increasing SBAC scores and identifying apprenticeships for students (especially our Hispanic students and FRMP).

3. **SBAC Math and ELA**
   a. Increase supplemental ELA and Math Support through new curriculum and enrichment courses, additionally incorporating evidence based intervention programs that show best effective results (Freckle, etc.).

ROOT CAUSE ANALYSIS / PHASE 3: MEASUREABLE OUTCOMES

Describe potential root causes of the prioritized needs or concerns. Please list Measurable Outcomes identified for each Root Cause.

Note: A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. Root cause analysis addresses the problem rather than the symptom.

Area of Focus: College & Career Indicators and A-G Completion & Participation:

Root Causes:

- A-G participation decreases for higher grade level students because some students come in needing to retake classes they earned a D in, requiring them to finish more credits to complete A-G. They may not want to commit to A-G if that means they have to retake several core courses.
- Increase in A-G participation percentages could be linked to drop in enrollment of students
- A-G Participation/Completion vs % Prepared: this could be because they are only completing A-G and not completing the second component that is required for the student to be considered "prepared".
- Lower A-G Completion could be because students are expressing a greater interest in attending technical or community college rather than attending a 4 year college, so the A-G completion appears to be additional work that would not benefit them overall.
- Students taking college level courses do not earn credit until they complete the course(s) and units are indicated on an official transcript; until completion, there is no record of work in progress.

Measurable Outcome: *The charter will begin to track starting 9th graders/early 10th graders to have more of an impact with starting these students on A-G and track if there is a higher A-G completion rate compared with students who start high school elsewhere. Counselors will work with 10th graders to get started on CTE Pathways to complete the pathway before graduating.*

Area of Focus: EL/LTEL (Credit Attainment, MSP, RenStar, Core Course Completion):

Root Causes:

- LTELS were only collected starting in 2023-2024
- Students withdraw after 2-3 months due to struggling and wanting to practice more with peers.
- GLE for Reading: students are taking the RenStar with EL Teachers, who are making sure students are not rushing and that students are taking their time and reading questions out loud.
- GLE- Being in the classroom with students vs on the floor could impact the dedication and improvement in numbers.
- Students could be transferring what they learned in reading testing to math testing since their GLE in math has improved.

- The learning gaps from COVID could be impacting their Lexile Growth.
- The percentage of students with growth in Lexile is decreasing each year, but the GLE in reading for students is increasing each year.
- Credit attainment and progression increase could be because of new EL teacher expectations, accountability, parent/guardian communication, and IS Teacher (All Educational Partners)

Measurable Outcome: *The Charter will implement Interventions and Achievement chats for students who are falling behind, with all stakeholders. Will be utilizing Freckle/Intervention programs and having students complete work during appointment times.*

Area of Focus: SBAC Math and ELA, Lexile, Math GLE, Reading GLE:

Root Causes:

- Communication approach to our students about the importance of testing.
- Special populations take longer to get back into routines, especially if they were affected (also on a social emotional aspect).
- Interventions were different between the years we are comparing (Exact Path, etc.)
- School is focusing on more resources for Math more so than ELA as we focused on those scores (to improve).
- There are more classes for ELA being offered in our online program.
- Teachers not knowing if our enrichment classes made an impact on student testing.
- Using virtual testing may not be taken as seriously as in-person testing.

Measurable Outcome*: The charter aims to maintain or improve its SBAC Math & English tiers for each student group with our intervention curriculum, Exact Path by providing supplemental ELA and Math Support through new curriculum and practice tests. Additionally increase student academic engagement participation to help students increase motivation towards academics.*

Area of Focus: Graduation Rates, Drop Out Rates, Chronic Absenteeism:

Root Causes:

- Drop out rate: 22-23 to 23-24, drop out rates decreased across all populations with exception of Homeless students
    - All students decreased from 6% to 2.8%
- Combined 4 and 5 year Overall grad rate has decreased:
    - 22: 192 participants, 65% grad rate
    - 23: 163 students, 52.1% grad rate
- 24: 129 students, 37.2% grad rate.
- ELL: Each year, 4 and 5 year grad rates has decreased
    - 22: 63.2%
    - 23: 42.1%
    - 24: 30%
- FRMP: Each year, 4 and 5 year grad rates has decreased
    - 22: 63.3%

    - 23: 49.7%
    - 24: 37.3%
- SWD: Combined 4 and 5 year Grad rate decreased
    - 22: 58.3%
    - 23: 47.6%
    - 24: 25%
        - Combined 4 and 5 year total students in grad rate slightly decrease
            - 21-22-: 24%
            - 22-23: 21%
            - 23-24: 20%

***Measurable Outcome**: Charter strives to maintain our overall DASS a one-year graduation rate at or above 68-70% through 2026-27. Charter aims to improve 4-5 year graduation rate status on our California Dashboard by creating graduation cohorts. Additionally, charter aims to decrease middle school chronic absenteeism rates by 10% across all student groups through support of middle school cohorts.*

CONCLUSION: TRENDS & THEMES (Data Dive Summary Table)

Describe the successes or strengths identified based on the data. Describe the challenges or concerns that were identified based on the data. What trends were noticed over time in schoolwide, sub-group or grade level data?

During the course of the charter's Comprehensive Needs Assessment, the following key findings emerged:

Successes and Strengths:

1. Charter has increased in A-G completion every year.
2. EL Students are completing more than 7 units in mathematics per year.
3. Average LTEL has improved reading level and math level has improved/ doubled.
4. SBAC Scores for 11th grade had growth from 22-23 and 23-24 in standards nearly met.
5. ELL and homeless has shown growth in Lexile, Math GLE, Reading GLE
6. Math FRMP and SWD Reading GLE have shown steady increases.
7. Charter's one-year graduation rate is maintained and steady

Challenges and Concerns:

1. Understanding what qualifies within the areas of the college and career indicator and maintaining awareness for teachers.
2. Past intervention program data have not proven to be successful for our students and teachers.
3. Early identification of Middle and High School Cohorts to better improve chronic absenteeism, grade rate and college and career indicators.

4. Embedding SBAC knowledge throughout the school year as opposed to the Spring semester.
5. Students that enroll with significantly deficient High School Credits may impact our 4-5 year grad rates.
6. Our online program students' involvement in courses such as College Credit, AP Course or CTE may not be of higher interest compared to our in-person students.
7. Creating equity throughout student groups, such as our low rates in our Hispanic student population. (College and Career indicator, graduation rate, etc.)

Trends and Themes:

1) Hispanic student trends are consistent across different areas as low or extremely low
2) One year grad rate has maintained consistency (example: 2024 All students average 91.1%; all groups are 80+%)
3) EL and LTEL students have been showing increases in Reading scores.
4) Low rates of College and Career Preparedness.
5) Combined 4 and 5 year Overall grad rate has decreased.

Source: Adopted by Los Angeles County Office of Education - October 2024 LCAP/State & Federal Programs

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If “Yes” is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

C.2 OFY-SG Academic Calendar for Fiscal Year 2026-2027

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

March 2026

Agenda Item: OFY-SG Academic Calendar for Fiscal Year 2026-2027

Purpose: The Board will review and consider approval of the OFY-SG Academic Calendar for Fiscal Year 2026-2027**.**

The purpose of the calendars is to assist school leaders in school planning of instructional operations, reporting, school holidays, events and other related school functions. The holiday calendar dates draw from multiple sources, including the Charter School Charter Petition which states that OFY shall be in session at least two hundred forty (240) instructional days between July 1st and June 30th of each school year. The calendars apply to all Options for Youth employees. Employees exempt or non-exempt status calls for different provisions and is outlined within the calendar.

Contract Terms:

- All Employees are required to adhere to the track and school holiday calendars. During floating weeks, all schools are required to remain open to provide school related services to students and the school community.

Fiscal Impact: N/A

Superintendent's Recommendation: Y

Proposed Motion: Motion to approve the OFY-SG Academic Calendar for Fiscal Year 2026-2027.

2026 – 2027 School Year Calendar

July

S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August

S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September

S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	**23**	**24**	**25**	26
27	**28**	**29**	**30**			

October

S	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December

S	M	T	W	Th	F	Sa
		1	2	**3**	**4**	5
6	**7**	**8**	**9**	**10**	**11**	12
13	**14**	**15**	**16**	**17**	**18**	19
20	**21**	**22**	**23**	**24**	**25**	26
27	**28**	**29**	**30**	**31**		

January 2027

S	M	T	W	Th	F	Sa
					1	2
3	**4**	**5**	**6**	**7**	**8**	9
10	**11**	**12**	**13**	**14**	**15**	16
17	**18**	**19**	**20**	**21**	**22**	23
24	**25**	**26**	**27**	**28**	**29**	30
31						

February

S	M	T	W	Th	F	Sa
	1	**2**	**3**	**4**	**5**	6
7	**8**	**9**	**10**	**11**	**12**	13
14	**15**	**16**	**17**	**18**	**19**	20
21	**22**	**23**	**24**	**25**	**26**	27
28						

March

S	M	T	W	Th	F	Sa
	1	**2**	**3**	**4**	**5**	6
7	**8**	**9**	**10**	**11**	**12**	13
14	**15**	**16**	**17**	**18**	**19**	20
21	**22**	**23**	24	25	26	27
28	29	30	31			

April

S	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May

S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June

S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Start-End	
Month 1	Jul 1 – Jul 28
Month 2	Jul 29 – Aug 25
Month 3	Aug 26 – Sep 22
Month 4	Sep 23 – Oct 20
Month 5	Oct 21 – Nov 17
Month 6	Nov 18 – Dec 15
Month 7	Dec 16 – Jan 26
Month 8	Jan 27 – Feb 23
Month 9	Feb 24 – Mar 23
Month 10	Mar 24 – Apr 20
Month 11	Apr 21 – May 18
Month 12	May 19 – Jun 15
Month 13	Jun 16 – Jun 30

Holidays

Independence Day	July 3 (Observed)	President's Day	February 15
Labor Day	September 7 (Observed)	Spring Break	March 18-19
Veterans Day	November 11	Memorial Day	May 31
Thanksgiving	November 26-27	Juneteenth	June 18
Winter Break	December 21-31	**Floating Holidays**	
New Year's Day	January 1, 2027	Floating Holiday 1	June 7-11
MLK Day	January 18	Floating Holiday 2	June 14-18
Holiday	February 12	Floating Holiday 3	June 21-25

Supplemental Dates

Track D - 1A - Sep 23–30	Track A - 7- Dec 16–Jan 26
Track A - 6B - Dec 3–15	Track B – 6 - Dec 16–Jan 26
Track B - 5B - Dec 4–15	Track C – 5- Dec 16–Jan 26
Track C - 4B - Dec 8–15	Track A – 8 - Jan 27–Feb 23
	Track B – 7- Jan 27–Feb 23
	Track A – 9 - Feb 24–Mar 23

Track Start

Track A - July 1	
Track B - July 29	
Track C - August 26	
Track D – September 23	

Guide

	Holiday
	Month Start/End
XX	Floating
OO	Supplemental
	Exempt

TRACK	MONTH	START DATE	END DATE	TOTAL DAYS	POSTING DATE	
A	1	7/1/2026	7/28/2026	19	8/4/2026	
A	2	7/29/2026	8/25/2026	20	9/1/2026	
B	1	7/29/2026	8/25/2026	20	9/1/2026	
A	3	8/26/2026	9/22/2026	19	9/29/2026	
B	2	8/26/2026	9/22/2026	19	9/29/2026	
C	1	8/26/2026	9/22/2026	19	9/29/2026	
A	4	9/23/2026	10/20/2026	20	10/27/2026	
B	3	9/23/2026	10/20/2026	20	10/27/2026	
C	2	9/23/2026	10/20/2026	20	10/27/2026	
D	1A(Supp)	9/23/2026	9/30/2026	6	10/27/2026	
D	1B	10/1/2026	10/20/2026	14	10/27/2026	
A	5	10/21/2026	11/17/2026	19	12/1/2026	
B	4	10/21/2026	11/17/2026	19	12/1/2026	
C	3	10/21/2026	11/17/2026	19	12/1/2026	
D	2	10/21/2026	11/17/2026	19	12/1/2026	
A	6A	11/18/2026	12/2/2026	9	12/17/2026	P1*
B	5A	11/18/2026	12/3/2026	10	12/17/2026	
C	4A	11/18/2026	12/7/2026	12	12/17/2026	
D	3	11/18/2026	12/15/2026	18	12/17/2026	
A	6B(Supp)	12/3/2026	12/15/2026	9	12/17/2026	
B	5B(Supp)	12/4/2026	12/15/2026	8	12/17/2026	
C	4B(Supp)	12/8/2026	12/15/2026	6	12/17/2026	
A	7(Supp)	12/16/2026	1/26/2027	19	2/2/2027	
B	6(Supp)	12/16/2026	1/26/2027	19	2/2/2027	
C	5(Supp)	12/16/2026	1/26/2027	19	2/2/2027	
D	4	12/16/2026	1/26/2027	19	2/2/2027	
						P2 ADA Days 106
						PA ADA Days 175
						PA Days 240
A	8(Supp)	1/27/2027	2/23/2027	18	3/2/2027	
B	7(Supp)	1/27/2027	2/23/2027	18	3/2/2027	
C	6	1/27/2027	2/23/2027	18	3/2/2027	
D	5	1/27/2027	2/23/2027	18	3/2/2027	
A	9(Supp)	2/24/2027	3/23/2027	18	3/30/2027	P2*
B	8	2/24/2027	3/23/2027	18	3/30/2027	
C	7	2/24/2027	3/23/2027	18	3/30/2027	
D	6	2/24/2027	3/23/2027	18	3/30/2027	
A	10	3/24/2027	4/20/2027	20	4/27/2027	
B	9	3/24/2027	4/20/2027	20	4/27/2027	
C	8	3/24/2027	4/20/2027	20	4/27/2027	
D	7	3/24/2027	4/20/2027	20	4/27/2027	
A	11	4/21/2027	5/18/2027	20	5/25/2027	
B	10	4/21/2027	5/18/2027	20	5/25/2027	
C	9	4/21/2027	5/18/2027	20	5/25/2027	
D	8	4/21/2027	5/18/2027	20	5/25/2027	
A	12	5/19/2027	6/15/2027	19	6/17/2027	
B	11	5/19/2027	6/15/2027	19	6/17/2027	
C	10	5/19/2027	6/15/2027	19	6/17/2027	
D	9	5/19/2027	6/15/2027	19	6/17/2027	
A	13	6/16/2027	6/30/2027	10	6/25/2027	P ANNUAL*
B	12	6/16/2027	6/30/2027	10	6/25/2027	
C	11	6/16/2027	6/30/2027	10	6/25/2027	
D	10	6/16/2027	6/30/2027	10	6/25/2027	

C.3 OFY-SG Response to Immigration Enforcement Policy and Procedures

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

March 2026

Agenda Item: OFY-SG Response to Immigration Enforcement Policy and Procedures

Purpose: The Board will review and consider approval of the OFY-SG Response to Immigration Enforcement Policy and Procedures.

This policy establishes comprehensive procedures for Options for Youth-San Gabriel's response to immigration enforcement activities affecting students, families, and employees. The policy affirms the school's commitment to maintaining a safe, inclusive, and disruption-free learning environment while ensuring compliance with California Education Code and federal student privacy laws.

The policy aligns with and implements requirements set forth in:

- Education Code § 234.7 (Protections related to immigration enforcement at school sites)
- Education Code § 49061(c) (Directory information limitations)
- Family Code §§ 6550–6552 (Caregiver's Authorization Affidavit)
- Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g and 34 C.F.R. § 99.31(a)(9)(ii)
- Civil Code § 1798.3(a) (Personal information protections)

This policy formalizes required procedures for protecting student information, managing campus access, responding to enforcement actions, providing parent notification, and addressing bullying or harassment related to national origin or immigration status.

Key Elements include:

Protection of Student & Family Information

- Prohibits collection of citizenship or immigration status unless required by law.
- Prohibits use of school data to create reports based on immigration status, race, ethnicity, religion, or similar characteristics.
- Limits collection of Social Security information (only last four digits when federally required).
- Requires written parental consent before release of personally identifiable student information, without a valid judicial warrant, subpoena, or court order.

Information Sharing Restrictions

- Prohibits voluntary disclosure of student records to immigration enforcement authorities.
- Requires review by Superintendent and legal counsel before responding to warrants or subpoenas.
- Establishes documentation requirements for all enforcement-related requests.
- Restricts employer "voluntary consent" for employee records or access to non-public areas.

Campus Access Protocols

- Requires all visitors, including immigration enforcement officers, to check in with school staff.
- Prohibits entry into non-public areas (classrooms, offices, secured areas, school transportation) without a valid judicial warrant.
- Establishes a clear response protocol for administrative warrants, judicial warrants, and subpoenas.
- Requires staff documentation of all interactions.

Parent and Governing Board Notification

- Requires immediate parental notification if enforcement officers request or gain access to a student, unless legally prohibited.
- Requires timely reporting to the Governing Board of any immigration enforcement requests or campus access.
- Requires annual parent notification of student privacy rights.

Student Safety & Emergency Preparedness

- Requires schools to allow emergency contact updates at any time.
- Authorizes release of students to designated emergency contacts or pursuant to a compliant Caregiver's Authorization Affidavit.
- Encourages family preparedness planning.

Anti-Bullying and Hate Crime Protections

- Reaffirms anti-discrimination and anti-harassment protections.
- Requires training for students and staff on bullying prevention related to immigration status or national origin.
- Requires posting of the Attorney General's "Know Your Educational Rights" guidance in all required languages.

This policy is mandated by California Education Code § 234.7 and failure to implement compliant procedures may expose some risk. The policy reduces liability by clearly defining staff roles, documentation procedures, and legal consultation requirements. Implementation will require ongoing training and oversight. The Education Code provisions cited in this policy, including EC § 234.7, are ongoing statutory requirements with no sunset date and apply to charter schools on a continuous basis, requiring annual compliance rather than time-limited implementation.

Fiscal Impact: cost associated with incorporating the new Caregiver Affidavit into the SIS shall be absorbed in the School's operational budget

Superintendent's Recommendation: Y

Proposed Motion: Motion to approve the OFY-SG Response to Immigration Enforcement Policy and Procedures to ensure compliance with California law and to formally adopt uniform procedures herein protecting student privacy, school safety, and continuity of instruction, and grant the Superintendent (or Designee) the authority to make modifications to the policy and/or procedures to align with legislative changes.

Options For Youth-San Gabriel
Response to Immigration Enforcement – Policy and Procedures

January 2026

The Governing Board of Options For Youth-San Gabriel ("Charter School") is committed to providing a safe, welcoming, and inclusive learning environment for all students, including immigrant students and their families. Immigration enforcement activities in and around schools create hardships and barriers to health and educational attainment for immigrant students; cause a severe disruption to the learning environment and education setting; and establish a pervasive climate of fear, conflict, and stress that affects all students, regardless of their background, citizenship or immigration status. The following policy sets forth the Governing Board's position and procedures regarding the Charter School's response to immigration enforcement at school.

1. Gathering and Handling Student and Family Information

The Charter School shall develop written policies and procedures for gathering and handling sensitive student information, and appropriate personnel shall receive training regarding those policies and procedures.

Collecting and Retaining Student Information

Except as required by state or federal law, or as required to administer a state or federally supported education program, the Charter School shall not collect information or documents regarding citizenship or immigration status of pupils or their family members in accordance with Education Code Section 234.7(a)(1). Where any law contemplates submission of national origin-related information to satisfy the requirements of a special program, Charter School personnel shall solicit that documentation or information separately from the school enrollment process.

If the Charter School possesses information that could indicate immigration status, citizenship status, or national origin information, the Charter School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school.

If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin information, the Charter School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling in or attending school.

The Charter School shall not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status.

Inquiries Regarding Immigration Status, Citizenship Status, and National Origin Information

Charter School personnel shall not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

Where permitted by law, the Superintendent (or designee) of the Charter School shall enumerate alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status. The Charter School shall note the method of age verification but is not required to maintain a copy of the document used to show age.

Where residency, age, and other eligibility criteria for purposes of enrollment or any program may be established by alternative documents or information permitted by law or this policy, the Charter School's procedures and forms shall describe to the applicant, and accommodate, all alternatives specified in law and all alternatives authorized under this policy.

Inquiries About Social Security Numbers or Cards

The Charter School shall not solicit or collect entire Social Security numbers or cards.

The Charter School shall solicit and collect the last four digits of an adult household member's Social Security number only if required to establish eligibility for federal benefit programs.

When collecting the last four digits of an adult household member's Social Security number to establish eligibility for a federal benefit program, the Charter School shall explain the limited purpose for which this information is collected and clarify that a failure to provide this information will not bar the student from enrolling in or attending the school.

The Charter School shall treat all students equitably in the receipt of all school services, including, but not limited to, the gathering of student and family information for the free and reduced lunch program, transportation, and educational instruction.

2. Sharing Information Regarding Students, Families and Employees

The Charter School is committed to protecting the confidentiality of sensitive information about students and their families through policies that prohibit information sharing with law enforcement authorities for immigration enforcement purposes to the maximum extent permitted under law.

Information Sharing

The Charter School, to the extent practicable, shall not disclose or provide in writing, verbally, or in any other manner, the education records of or any information about a student or a student's family and household without the student's parents' or guardians' written consent, a

school employee, or a teacher, including but not limited to, personal information as defined in Civil Code Section 1798.3(a), information about a student's home, and information about a student's travel schedule, to an officer or employee of an agency conducting immigration enforcement absent a valid judicial warrant or judicial subpoena, or court order directing the Charter School to do so in accordance with Education Code Section 234.7(b).

The Charter School shall avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status without first attempting to notify the parent or guardian in compliance with the Family Educational Rights and Privacy Act (FERPA).

Charter School personnel shall take the following actions upon receiving an information request related to a student's or family's immigration or citizenship status:

- Notify the Superintendent (or designee) about the information request.
- Provide students and families with appropriate notice and a description of the officer or employee's request.
- Document any verbal or written request for information by an officer or employee of an agency for immigration enforcement purposes.
- Unless prohibited, provide students and parents/guardians with any documents provided by the officer or employee seeking the information.

Except for investigations of suspected child abuse, child neglect, or child dependency, or when the subpoena served on the Charter School prohibits disclosure, the Charter School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

The Charter School shall make every effort to receive written parental or guardian consent for release of student information, unless the information is for directory information only.

The Charter School should make a photocopy of the request and immediately consult legal counsel and/or a designated representative of the agency. No information regarding students, their families, teachers, or employees shall be disclosed, to the extent practicable, to an officer or employee of an agency conducting immigration enforcement without a judicial subpoena, judicial warrant, or court order, and any disclosure must be in accordance with requirements set forth in Section 99.31(a)(9)(ii) of Title 34 of the Code of Federal Regulations. If faced with an administrative subpoena, the Charter School's legal counsel should be consulted to determine how or whether to respond as there is no separate requirement in federal or state law to provide information to the Department of Homeland Security (DHS), ICE, or any other agency within DHS, without a court order, judicial warrant, or judicial subpoena.

The Charter School's request for written parental, guardian, or eligible student consent for release of student information must include the following information: (1) the signature and date of the parent, guardian, or eligible student providing consent; (2) a description of the records to be disclosed; (3) the reason for release of information; (4) the parties or class of parties receiving the information; and (5) if requested by the parents, guardians or eligible

student, a copy of the records to be released. The Charter School shall permanently keep the consent notice with the record file.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian, or eligible student refuses to provide written consent for the release of student information that is not otherwise subject to release, the Charter School shall not release the information.

Employers, or persons acting on behalf of the employer, shall not provide "voluntary consent" to an immigration enforcement agent to "access, review, or obtain the employer's employee records". If an immigration enforcement agent requests access to employee information, they must be referred to the Director of Human Resources, who is designated by the school to manage and respond to these requests.

Employee information may only be disclosed by Human Resources when disclosure is legally required. Disclosure is permitted under the following circumstances:

- The immigration enforcement agent provides a subpoena for the employee records; or
- The agent provides a judicial warrant for the employee records; or
- The employee records accessed, reviewed, or obtained by the immigration enforcement agent are I-9 Employment Eligibility Verification forms and other documents that are requested in a Notice of Inspection issued under federal law.

For any requests for information, the Charter School is under no obligation to produce the records or information immediately. Rather, the Charter School should note any designated date for production of records, if one is indicated in the request, and convey that to the Director of Schools, or Designee, Human Resources, when applicable, and legal counsel. The Superintendent will then designate a contact person to whom such requests for information should be directed.

The Charter School should obtain the contact information of the person to whom a response to the request for information should be directed and forward such contact information to the person the Charter School has designated to receive such requests.

Annual Information Notice to Parents and Guardians

(Refer to *Annual Notification of Rights and Notice Regarding Disclosure of Student Directory Information Under FERPA*)

General Information

The Charter School shall provide an annual notice to parents and guardians of the school's general information policies that includes:

- Assurances that the Charter School will not release information to third parties for immigration enforcement purposes, except as required by law or court order.

- A description of the types of student records maintained by the Charter School.
- A list of the circumstances or conditions under which the Charter School might release student information to outside people or entities.
- A statement that, unless the Charter School is providing directory information or information permitted to be disclosed without parental consent under FERPA and the California Education Code, the Charter School shall notify parents or guardians and eligible students – and receive their written consent – before it releases a student's personally identifiable information.
- Even for those exceptions that permit the release of education records without parental consent, the Charter School is required to notify the student and their family unless an exception exists. The Charter School's annual notice should explain these exceptions that do not require prior notification.

Directory Information

If the Charter School decides to release directory information, the Charter School shall provide an annual notice to parents and guardians, and eligible students in attendance, of the Charter School's directory information policy that includes:

- The categories of information that the Charter School has classified as public directory information that may be disclosed without parental consent and which should only include the information specifically identified in Education Code Section 49061(c).
- A statement that directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin (except where the Charter School receives consent as required under state law).
- The recipients of the directory information.
- A description of the parent's, guardian's, or eligible student's abilities to refuse release of the student's directory information, and how to refuse release.
- The deadline by which the parent, guardian, or eligible student must notify the school in writing that they do not want the information designated as directory information.

Reporting Requests for Information by Immigration Enforcement Officers to the Governing Board

The Superintendent (or designee) shall report to the Governing Board in a timely manner any requests for information by immigration enforcement officers in a manner that ensures the confidentiality and privacy of any potentially identifying information in accordance with Education Code Section 234.7(c).

3. Responding to Requests for Access to Resource Centers and School-Sponsored Activities for Immigration Enforcement Purposes

Monitoring and Receiving Visitors onto Campus and at School-Sponsored Activities

No outsider, including immigration enforcement officers, shall enter or remain on school grounds of the Charter School during school hours without having registered with the Principal (or designee).

If there are no exigent circumstances necessitating immediate action, the officer must provide, to the extent practicable, the following information to the Principal (or designee):

- Name, address, occupation;
- Age, if less than 21;
- Purpose in entering school grounds;
- Proof of identity; and
- Any other information as required by law.

The Charter School shall not allow immigration enforcement officers to enter a "nonpublic" area of a Charter School resource center, an area where a school-sponsored activity is currently being held, or a school bus or other transportation provided by the Charter School for any purpose without being presented with a valid judicial warrant or judicial subpoena, or a court order in accordance with Education Code Section 234.7(a)(2). "Nonpublic" areas may include, but are not limited to, the interior of school buildings, including classrooms, hallways, stairwells, administrative offices, or a parking lot that is completely fenced in and requires authorization to enter.

The Charter School shall adopt measures for responding to outsiders that avoids classroom interruptions, and preserves the peaceful conduct of the school's activities, consistent with local circumstances and practices.

The Charter School shall post signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.

Charter School personnel shall report entry by immigration enforcement officers to any on-site school police, security officers, or other appropriate administrator as would be required for any unexpected or unscheduled outside visitor coming on campus.

Responding to Immigration Enforcement On Campus and During School-Sponsored Activities

As early as possible, Charter School personnel shall notify the Superintendent (or designee) of any request by any officer seeking access to the resource center, any school-sponsored activity, transportation provided by the Charter School, or any student to conduct immigration enforcement, or any requests for review of school documents (including for the service of lawful subpoenas, petitions, complaints, warrants, etc.).

In addition to notifying the Superintendent (or designee), Charter School personnel shall take the following action steps in response to an officer present on the school campus or a school-sponsored activity specifically for immigration enforcement purposes:

1. Advise the officer that before proceeding with their request, and absent exigent circumstances, school personnel must first receive notification and direction from the Superintendent (or designee).

2. Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.
3. Ask the officer for their reason for being on school grounds or at the school-sponsored activity and document it.
4. Ask the officer to produce any documentation that authorizes school access.
5. Make a copy of all documents provided by the officer. Retain one copy of the documents for school records.
6. If the officer declares that exigent circumstances exist and demands immediate access to the campus or school-sponsored activity, Charter School personnel should comply with the officer's orders and immediately contact the Superintendent (or designee).
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the officer has:

    a) ***an ICE (Immigrations and Customs Enforcement) administrative warrant (see Appendix A)***, Charter School personnel shall inform the officer that they cannot consent to any request without first consulting with the Charter School's legal counsel and/or Superintendent (or designee).
    b) **a federal judicial warrant (search-and-seizure warrant or arrest warrant; see Appendix B & C)**, prompt compliance with such a warrant is usually legally required. If feasible, consult with the Charter School's legal counsel and/or Superintendent (or designee) before providing the agent access to the person or materials specified in the warrant.
    c) **a subpoena for production of documents or other evidence (see *Appendix D & E*)**, immediate compliance is not required. Therefore, Charter School personnel must inform the Charter School's legal counsel and Superintendent (or designee) of the subpoena, and await further instructions on how to proceed.

8. Employers or persons acting on behalf of the employer, shall not provide "voluntary consent" to the entry of an immigration enforcement agent to "any non-public areas of a place of labor." If an immigration agent requests to access non-public areas for an employee matter, notify the Assistant Superintendent and Director of Human Resources immediately. In most circumstances, law enforcement needs a judicial warrant that has been reviewed and signed by a judge to enter non-public spaces in the workplace. Documents issued by a government agency but not issued by a court and signed by a judge are not judicial warrants. An Immigration enforcement agent may show up with something called an "administrative warrant" or a "warrant of deportation or removal." These documents are judicial warrants. A copy of the notice should be taken and provided to Human Resources to review to determine if entry should be granted.
9. While Charter School personnel should not consent to an officer seeking access for immigration enforcement purposes, except as described above, they should not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the premises or school-sponsored activity without consent, Charter School personnel shall document their actions while on campus and if feasible, accompany them at all times.

10. After the encounter with the officer, Charter School personnel must promptly take written notes of all interactions with the officer. The notes shall include the following items:

    - List or copy of the officer's credentials and contact information;
    - Identity of all school personnel who communicated with the officer;
    - Details of the officer's request;
    - Whether the officer presented a warrant or subpoena to accompany their request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
    - Charter School personnel's response to the officer's request;
    - Any further action taken by Charter School personnel; and
    - Photo or copy of any documents presented by Charter School personnel.

11. Charter School personnel shall provide a copy of those notes, and associated documents collected from the officer, to the Charter School's legal counsel and Superintendent (or designee).
12. In turn, the Charter School's legal counsel or Superintendent (or designee) shall submit a timely report to the Charter School's governing board regarding the officer's requests and actions and the Charter School's response(s).
13. E-mail the ***Bureau of Children's Justice*** in the ***California Department of Justice***, at ***BCJ@doj.ca.gov***, regarding any attempt by an officer or employee of an agency to access a resource center or a student for immigration enforcement purposes.

Parental Notification of Immigration Enforcement Actions

Charter School personnel must receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order.

Charter School personnel shall immediately notify the student's parents or guardians if an officer or employee of an agency requests or gains access to a student for immigration enforcement purposes, unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

Reporting Access to Resource Center by Immigration Enforcement Officers to the Governing Board

The Superintendent (or designee) shall report to the Governing Board in a timely manner any access to the resource center by immigration enforcement officers in a manner that ensures the confidentiality and privacy of any potentially identifying information in accordance with Education Code Section 234.7(c).

4. Responding to the Detention or Deportation of a Student's Family Member

The Charter School shall encourage families and students to have and know their emergency phone numbers and to know where to find important documentation, including birth certificates, passports, Social Security cards, doctors' contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported.

The Charter School shall permit students and families to update students' emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available. The Charter School shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained.

The Charter School shall communicate to families that information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.

In the event a student's parent/guardian has been detained or deported by federal immigration authorities, the Charter School shall use the student's emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, the Charter School shall release the student into the custody of any individual who presents a Family Code Section 6550 compliant Caregiver's Authorization Affidavit on behalf of the student. The Charter School shall only contact a child protective services agency if the Charter School personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

5. Responding to Hate Crimes and Bullying Related to National Origin or Ethnicity

Notification of Rights

The Charter School shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs in accordance with Education Code Section 234.7(e)(1). This information shall include information relating to the following:

- The Immigration-Enforcement Actions at California Schools Guide for Students and Families, also known as "Know Your Educational Rights," developed by the Attorney General (see ***Appendix F*** for current version). The guide shall be posted at the resource centers and on the Charter School's website. The guide shall be posted in every language that the Attorney General provides and shall be updated the school year following any updates published by the Attorney General.
- "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues" issued by the Attorney General, including, but not limited to, information related to plans for family safety, the caregiver's authorization affidavit in Family Code Section 6552, and the importance of providing the school with, and regularly updating, emergency contact information, including secondary and additional contact

information. The provided information shall be revised as necessary to be consistent with any revisions or updates to the guidance issued by the Attorney General.

Anti-Bullying and Anti-Harassment Policy

The Charter School has adopted and publicized policies that prohibit discrimination, harassment, intimidation, and bullying on the basis of a student's actual or perceived nationality, ethnicity, or immigration status. (Refer to *Anti-Discrimination, Harassment, Intimidation, and Bullying Policy*; Refer also to *Uniform Complaint Procedures Policy*.) The policies must be translated in the student's primary language if at least 15 percent of the students enrolled in the school speak a single primary language other than English.

The Charter School shall inform students who are victims of hate crimes of their right to report such crimes.

Processing Complaints of Harassment and Bullying

The Charter School has adopted a process for receiving complaints of and investigating complaints of discrimination, harassment, intimidation, and bullying based on any of the following actual or perceived characteristics: disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, association with a person or group with one or more of the aforementioned characteristics, immigration status. (Refer to *Anti-Discrimination, Harassment, Intimidation, and Bullying Policy*; Refer also to *Title IX Policy*; Refer also to *Uniform Complaint Procedures Policy*.)

The complaint process includes, but is not limited to, the following steps:

- A requirement that, if school personnel witness an act of discrimination, harassment, intimidation, or bullying, they shall take immediate steps to intervene when safe to do so;
- A timeline to investigate and resolve complaints of discrimination, harassment, intimidation, or bullying that shall be followed by all schools under the jurisdiction of the local educational agency; and
- An appeal process afforded to the complainant should they disagree with the resolution of a complaint.
- The Charter School shall ensure that complaint procedures contain confidentiality safeguards for immigration status information.
- The Charter School shall prohibit retaliation against a person who submits a complaint of discrimination, harassment, intimidation, or bullying.

Training Students, Teachers and Staff on Anti-Bullying and Anti-Harassment Policy

The Charter School shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs in accordance with Education Code Section 234.7(e)(2).

The Charter School shall also train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above.

Such training should, at minimum, provide agency personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community;
- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
- Identify the signs of bullying or harassing behavior;
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Appendix A

Sample ICE Administrative Warrants

"Arrest Warrant" (Form I-200) and "Removal Warrant" (Form I-205)

U.S. DEPARTMENT OF HOMELAND SECURITY **Warrant for Arrest of Alien**

File No. _____

Date: _____

To: Any immigration officer authorized pursuant to sections 236 and 287 of the Immigration and Nationality Act and part 287 of title 8, Code of Federal Regulations, to serve warrants of arrest for immigration violations

I have determined that there is probable cause to believe that _____ is removable from the United States. This determination is based upon:

☐ the execution of a charging document to initiate removal proceedings against the subject;

☐ the pendency of ongoing removal proceedings against the subject;

☐ the failure to establish admissibility subsequent to deferred inspection;

☐ biometric confirmation of the subject's identity and a records check of federal databases that affirmatively indicate, by themselves or in addition to other reliable information, that the subject either lacks immigration status or notwithstanding such status is removable under U.S. immigration law; and/or

☐ statements made voluntarily by the subject to an immigration officer and/or other reliable evidence that affirmatively indicate the subject either lacks immigration status or notwithstanding such status is removable under U.S. immigration law.

YOU ARE COMMANDED to arrest and take into custody for removal proceedings under the Immigration and Nationality Act, the above-named alien.

SAMPLE

_____
(Signature of Authorized Immigration Officer)

_____
(Printed Name and Title of Authorized Immigration Officer)

Certificate of Service

I hereby certify that the Warrant for Arrest of Alien was served by me at _____ (Location)

on _____ (Name of Alien) on _____ (Date of Service), and the contents of this notice were read to him or her in the _____ (Language) language.

_____ Name and Signature of Officer

_____ Name or Number of Interpreter (if applicable)

Form I-200 (Rev. 09/16)

DEPARTMENT OF HOMELAND SECURITY
U.S. Immigration and Customs Enforcement

WARRANT OF REMOVAL/DEPORTATION

File No: _____

Date: _____

To any immigration officer of the United States Department of Homeland Security:

_____
(Full name of alien)

who entered the United States at _____ (Place of entry) on _____ (Date of entry)

is subject to removal/deportation from the United States, based upon a final order by:

- ☐ an immigration judge in exclusion, deportation, or removal proceedings
- ☐ a designated official
- ☐ the Board of Immigration Appeals
- ☐ a United States District or Magistrate Court Judge

and pursuant to the following provisions of the Immigration and Nationality Act:

I, the undersigned officer of the United States, by virtue of the power and authority vested in the Secretary of Homeland Security under the laws of the United States and by his or her direction, command you to take into custody and remove from the United States the above-named alien, pursuant to law, at the expense of:

SAMPLE

_____
(Signature of immigration officer)

_____
(Title of immigration officer)

_____
(Date and office location)

Appendix B

Sample Federal Search and Seizure Warrant (Form AO 93)

AO 93 (Rev. 11/13) Search and Seizure Warrant

UNITED STATES DISTRICT COURT

for the

In the Matter of the Search of
(Briefly describe the property to be searched or identify the person by name and address)

Case No.

SEARCH AND SEIZURE WARRANT

To: Any authorized law enforcement officer

An application by a federal law enforcement officer or an attorney for the government requests the search of the following person or property located in the _____ District of _____
(identify the person or describe the property to be searched and give its location):

I find that the affidavit(s), or any recorded testimony, establish probable cause to search and seize the person or property described above, and that such search will reveal *(identify the person or describe the property to be seized)*:

YOU ARE COMMANDED to execute this warrant on or before _____ *(not to exceed 14 days)*
❒ in the daytime 6:00 a.m. to 10:00 p.m. ❒ at any time in the day or night because good cause has been established.

Unless delayed notice is authorized below, you must give a copy of the warrant and a receipt for the property taken to the person from whom, or from whose premises, the property was taken, or leave the copy and receipt at the place where the property was taken.

The officer executing this warrant, or an officer present during the execution of the warrant, must prepare an inventory as required by law and promptly return this warrant and inventory to _____.
(United States Magistrate Judge)

❒ Pursuant to 18 U.S.C. § 3103a(b), I find that immediate notification may have an adverse result listed in 18 U.S.C. § 2705 (except for delay of trial), and authorize the officer executing this warrant to delay notice to the person who, or whose property, will be searched or seized *(check the appropriate box)*
❒ for ____ days *(not to exceed 30)* ❒ until, the facts justifying, the later specific date of _____.

Date and time issued: _____ _____
Judge's signature

City and state: _____ _____
Printed name and title

SAMPLE

Appendix C
Sample Federal Arrest Warrant (Form AO 442)

AO 442 (Rev. 11/11) Arrest Warrant

UNITED STATES DISTRICT COURT

for the

United States of America
v.
) Case No.

_____
Defendant

ARREST WARRANT

To: Any authorized law enforcement officer

YOU ARE COMMANDED to arrest and bring before a United States magistrate judge without unnecessary delay
(name of person to be arrested) _____,
who is accused of an offense or violation based on the following document filed with the court:

❒ Indictment ❒ Superseding Indictment ❒ Information ❒ Superseding Information ❒ Complaint
❒ Probation Violation Petition ❒ Supervised Release Violation Petition ❒ Violation Notice ❒ Order of the Court

This offense is briefly described as follows:

SAMPLE

Date: _____ _____
Issuing officer's signature

City and state: _____ _____
Printed name and title

Return

This warrant was received on *(date)* _____, and the person was arrested on *(date)* _____
at *(city and state)* _____.

Date: _____ _____
Arresting officer's signature

_____
Printed name and title

Appendix D

Sample DHS Immigration Enforcement Subpoena (Form I-138)

1. To (Name, Address, City, State, Zip Code)	DEPARTMENT OF HOMELAND SECURITY **IMMIGRATION ENFORCEMENT SUBPOENA** **to Appear and/or Produce Records** 8 U.S.C. § 1225(d), 8 C.F.R. § 287.4
Subpoena Number	
2. In Reference To (Title of Proceeding) (File Number, if Applicable)	

By the service of this subpoena upon you, **YOU ARE HEREBY SUMMONED AND REQUIRED TO:**

(A) ☐ **APPEAR** before the U.S. Customs and Border Protection (CBP), U.S. Immigration and Customs Enforcement (ICE), or U.S. Citizenship and Immigration Services (USCIS) Official named in Block 3 at the place, date, and time specified, to testify and give information relating to the matter indicated in Block 2.

(B) ☒ **PRODUCE** the records (books, papers, or other documents) indicated in Block 4, to the CBP, ICE, or USCIS Official named in Block 3 at the place, date, and time specified.

Your testimony and/or production of the indicated records is required in connection with an investigation or inquiry relating to the enforcement of U.S. immigration laws. Failure to comply with this subpoena may subject you to an order of contempt by a federal District Court, as provided by 8 U.S.C. § 1225(d)(4)(B).

3. (A) CBP, ICE or USCIS Official before whom you are required to appear Name Title Address Telephone Number	(B) Date (C) Time ☒ a.m. ☐ p.m.
4. Records required to be produced for inspection	

SAMPLE

If you have any questions regarding this subpoena, contact the CBP, ICE, or USCIS Official identified in Block 3.

5. Authorized Official

(Signature)

(Printed Name)

(Title)

(Date)

DHS Form I-138 (6/09)

Appendix E
Sample Federal Judicial Subpoena

AO 88B (Rev. 02/14) Subpoena to Produce Documents, Information, or Objects or to Permit Inspection of Premises in a Civil Action

UNITED STATES DISTRICT COURT

for the

_____)
Plaintiff)
v.) Civil Action No.
_____)
Defendant)

SUBPOENA TO PRODUCE DOCUMENTS, INFORMATION, OR OBJECTS OR TO PERMIT INSPECTION OF PREMISES IN A CIVIL ACTION

To:

_____
(Name of person to whom this subpoena is directed)

❒ *Production:* **YOU ARE COMMANDED** to produce at the time, date, and place set forth below the following documents, electronically stored information, or objects, and to permit inspection, copying, testing, or sampling of the material:

Place:	Date and Time:

❒ *Inspection of Premises:* **YOU ARE COMMANDED** to permit entry onto the designated premises, land, or other property possessed or controlled by you at the time, date, and location set forth below, so that the requesting party may inspect, measure, survey, photograph, test, or sample the property or any designated object or operation on it.

Place:	Date and Time:

SAMPLE

The following provisions of Fed. R. Civ. P. 45 are attached – Rule 45(c), relating to the place of compliance; Rule 45(d), relating to your protection as a person subject to a subpoena; and Rule 45(e) and (g), relating to your duty to respond to this subpoena and the potential consequences of not doing so.

Date: _____

CLERK OF COURT

OR

_____ _____
Signature of Clerk or Deputy Clerk *Attorney's signature*

The name, address, e-mail address, and telephone number of the attorney representing *(name of party)* _____ _____, who issues or requests this subpoena, are:

Notice to the person who issues or requests this subpoena

If this subpoena commands the production of documents, electronically stored information, or tangible things or the inspection of premises before trial, a notice and a copy of the subpoena must be served on each party in this case before it is served on the person to whom it is directed. Fed. R. Civ. P. 45(a)(4).

Appendix F
Know Your Educational Rights

Immigration Enforcement Actions at California TK-12 Schools
Guide for Students and Families
December 2025

Your Child Has the Right to a Free Public Education

All children have a right to equal access to free public education, regardless of their or their parents'/ guardians' immigration status.

All children in California:

- Have the right to a free public education.
- Must be enrolled in school if they are between 6 and 18 years old, unless otherwise exempt.
- Have the right to attend safe, secure, and peaceful schools.
- Have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
- Have equal opportunity to participate in any program or activity offered by the school without discrimination.

Information Required for School Enrollment

Schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of child's age or residency and schools are not required to keep a copy of the document used as proof of a child's age.

Information about citizenship/immigration status is never needed for school enrollment. A Social Security number is never needed for school enrollment.

Confidentiality of Personal Information

Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.

Some schools collect and provide publicly basic student "directory information." If so, the school district must provide parents/guardians with written notice of the directory information policy, and provide the option to refuse release of your child's information.